

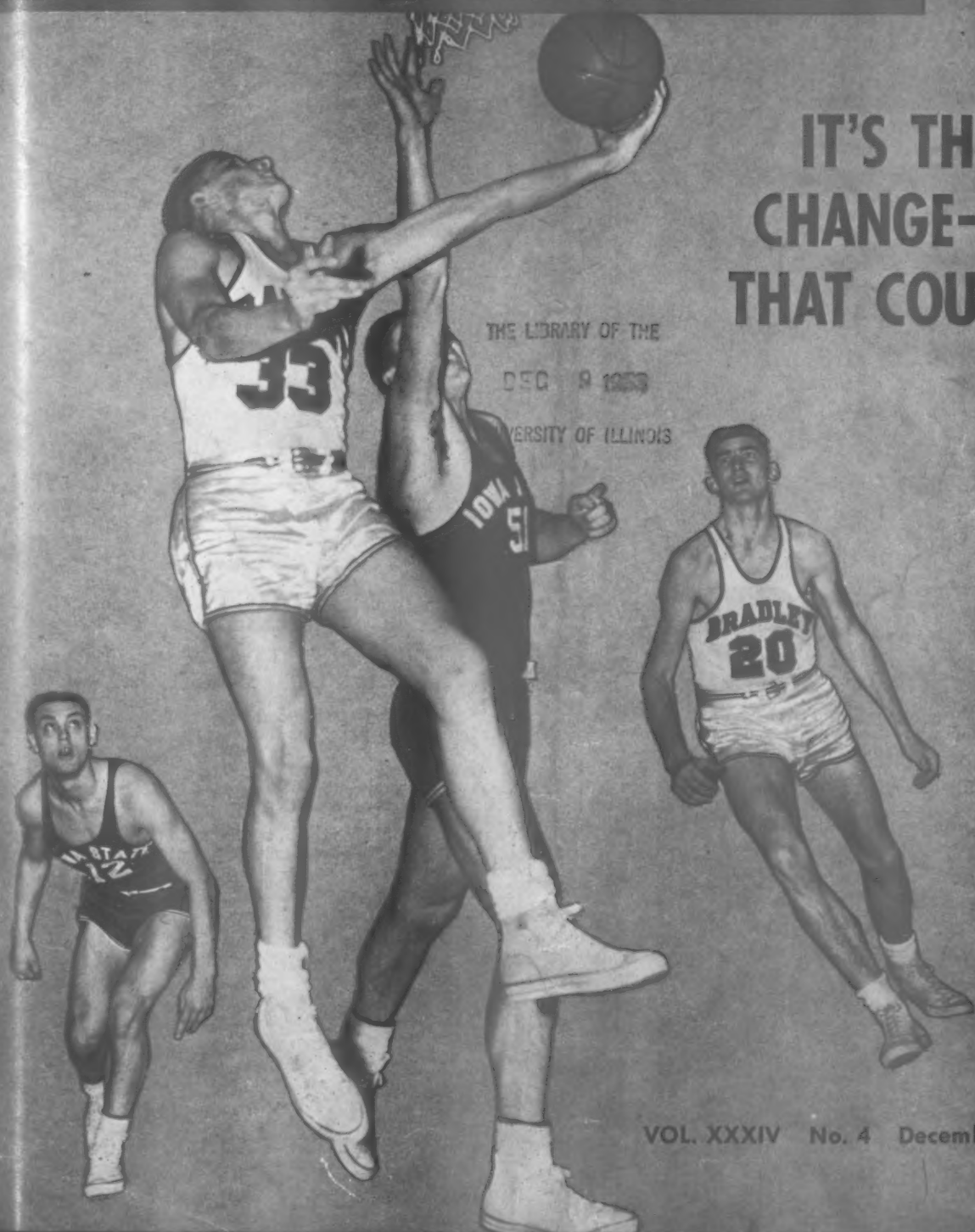
# ATHLETIC JOURNAL

IT'S THE  
CHANGE-UP  
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VOL. XXXIV No. 4 December, 1953

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# The ATHLETIC JOURNAL

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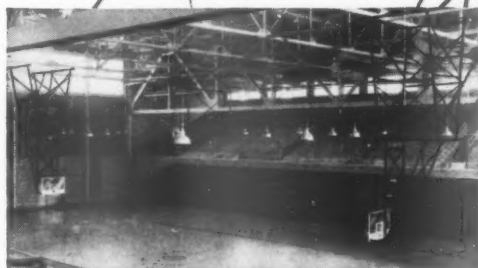
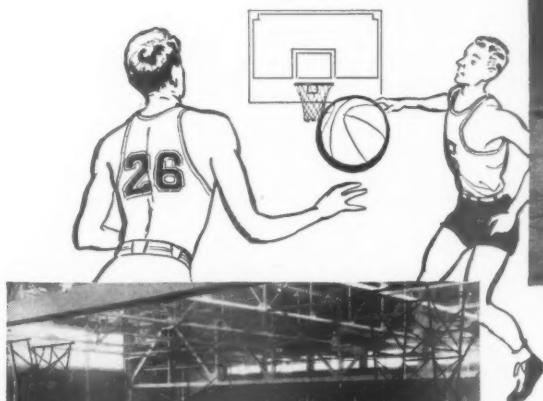
The action takes place in last year's game won by Bradley 76 to 57. The two Bradley players are Carney, No. 33, and Kilcullen, No. 20. The two Iowa State players are Duncan, No. 51, and Wetter, No. 12. Sixty pictures showing Bradley's idea of the change-up start on page 6.



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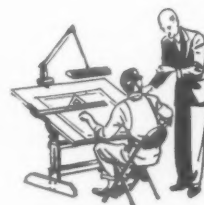
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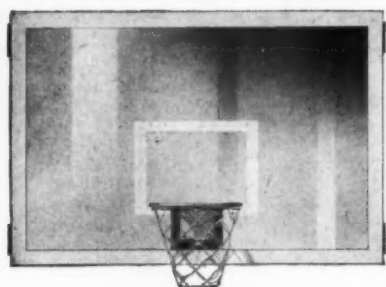
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By **AUBREY R. BONHAM**  
Basketball Coach, Whittier College

# Stunting Defenses

**A**LL coaches who enjoy teaching defense and like to see it in effective action against high-powered offenses must be ready to pull out all of the stops and bring basketball into balance. We should not go the way of the pros. Our amateur game interests fans not because of the baskets made, but because of the real fight that is generated by defenses that refuse to give up those easy goals.

The evolution of basketball defense follows a pattern similar to that of football defense. During its early years the tough, rugged man-against-man defense prevailed, with little competition from the offensive side of the game. It was thought sissy to get rid of the ball. The game assumed some of the body contact prevalent in the early days of football and added other indoor innovations.

During the years when basketball courts were small, zone defense became popular. It covered the narrow courts well without opening up the key and there was little fear of general long shots. Zone defense allowed taller players and more of them to play on a team. These players controlled the board and kept the key closed to drives and shots.

There have been innovations each year which tend to embarrass both the offense and the defense. Our first move away from the basic man-for-man was a matter of dropping defensive men away from offensive men who were not in the vicinity of the ball and who were outside and away from the basket.

Zone defenses made numerous changes in the basic position of three out two back; two out three back; two out, one center, and two back; one out, two side, and one back; moving with the ball; and shifting from one pattern to the other.

By making use of the natural abilities found in players and teams, the man-for-man and zone defenses were expanded for converging downcourt and at the ten second line. This surprise defense attempts to keep the offense from getting set, forces change

of passing lanes, and throws patterns out of time.

It also produced mental and emotional confusion on the part of some players, forcing them to make many errors. The reaction is generally one of hurry and tension. Such defensive maneuvers also spoiled the planned rebound position of the offensive team.

This flexibility of solid unit defenses has opened new areas of defensive tactics, use of individual skill, and instant mobility changes.

Today, a team is likely to face every offensive stunt that will use up all of its defensive abilities. The team may also face every tool which can be used to embarrass its defensive patterns.

Offensive maneuvers are based on a team's ability to whip one defense, and to out-manuever defensive stations that are found in a particular pattern at a given moment. The free lance offense makes the most of keeping the defense from observing patterns and ganging up on particular situations. An offense of this kind leads the defense into natural counters.

A stunting defense must have the greatest flexibility and the best individual thinking as well as the best team thinking.

Organization of the first individual movements to promote successful relationships with the movements of other players gave us our first patterns. Free-lancing before the basic

*(Continued on page 39)*

**A**UBREY BONHAM graduated from Iowa State Teachers College in 1927 and then coached for five years at Algona, Iowa, High School. He was then connected with the Whittier, California, school system until 1936 when he accepted his present position at Whittier College. His winning percentage at Whittier College is a neat .733.



Monte Irvin, brilliant New York Giant outfielder, credits Niagara in helping to prevent muscular atrophy while recuperating from the badly broken ankle he incurred in 1952 training.



Howard Waite of the Pitt Panthers finds he can supervise several massages at once through use of a battery of Niagara units.



Ralph Kiner knows the value of conditioning and proves it by using Niagara before and after playing.



Chuck Mather, Massillon (Ohio) football coach, has been an advocate of Niagara Massage as a conditioning aid for several years.

## Here's What The EXPERTS Say About Niagara Deep Massage



**"It promotes faster healing of fractures, sprains, charley horses—helps avoid tension, stiffness—helps prevent muscular atrophy after injury."**

... That's what the experts say about Niagara Deep Massage. They say, also, that it is unsurpassed in the manipulation of skin, tissues and muscles. They rate it highly effective in helping to overcome injury-caused circulatory deficiencies and cartilaginous or bony overgrowths.

Dr. Harrison J. Weaver, physician to the perennially first division St. Louis Cardinals, reports especially good results in the use of Niagara as an aid in the healing of fractures and certain minor, but painful and incapacitating, spinal injuries.

Howard Waite, Athletic Trainer for University of Pittsburgh, uses Niagara for the renaissance Pitt Panthers. "Niagara occupies an important place in my preparations for this tough one-platoon football," says Waite. "It's truly DEEP massage. It has unequalled value in helping to restore vital circulation to injured parts and aiding in the prevention of muscular atrophy."

Sam Kramer of Strong Vincent High School is representative of progressive high school coaches all over America who've made Niagara Massage part of their program for safeguarding young athletes. One example of Niagara's effectiveness especially impressed Coach Kramer. "A back had been plagued with a sore leg since August," he writes. "He could play less than half of every game. Niagara helped clear up his ailment. He was able to play his first game after

using your equipment."

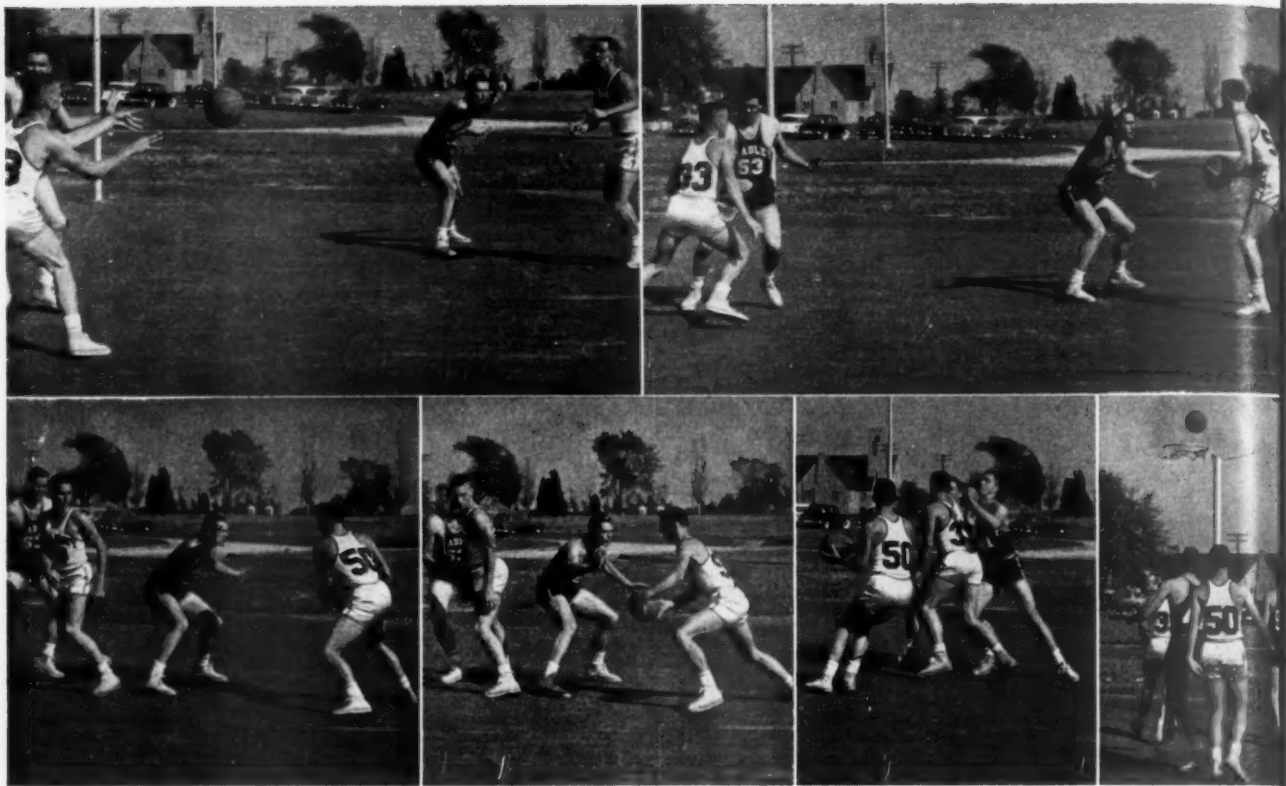
Ralph Kiner takes conditioning seriously. That's why he became so enthusiastic about Niagara when introduced to it two years ago. That's why regular use of Niagara is now part of his pre- and post-game conditioning regimen.

Monte Irvin, the hard driving competitive outfielder of the New York Giants, suffered a broken ankle during the 1952 training season. Because Monte was in his 30's, many sports writers thought it meant the end to his career. His own tremendous determination to play again confounded them. We're proud that Monte credits Niagara DEEP Massage with a big assist in his return to professional baseball.

Chuck Mather coaches at Massillon High School. No one needs be reminded that Massillon is always at the top in high school football. Chuck Mather has used Niagara equipment for 3 years. He has conducted numerous experiments on Niagara's effectiveness against sprains, strains, cramps, contusions, muscular atrophy. The results? Coach Mather is sold on Niagara—recommends it to other coaches!

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## Series A

Notice as No. 33 passes, he is driving off his right foot and executing a change-up to the left (Illustration 1). Illustration 2 shows how he

changes to the right. In the meantime, No. 50 turns toward the basket. Now, No. 33 sets a screen (Illustration 3) and No. 50 plants his right foot down. Number 50 changes by lifting his left foot and driving off his right foot (Illustration 4). Once

No. 50 has passed the screen he stops for a jump shot. Number 33 rolls away to avoid contact and goes for the rebound (Illustration 5). Illustration 6 shows the shot going toward the basket while No. 33 is in an excellent position for the rebound.

# It's the Change-Up That Counts

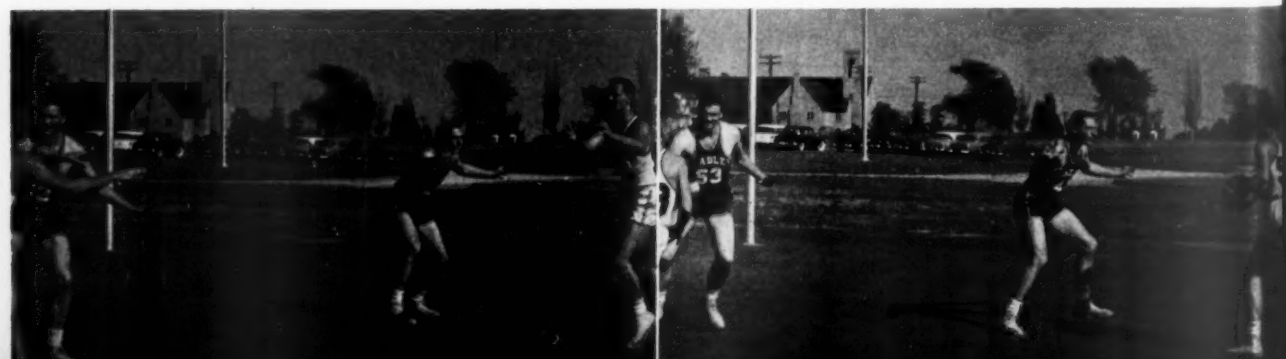
By **FORREST ANDERSON**  
Basketball Coach, Bradley University

**I**N order to be a good offensive basketball player speed is not the only essential a boy needs and, in our opinion, it is not the most important factor. His ability to cross up his opponent quickly and effectively is

what really counts. Then he will be able to use his speed and shooting ability to the best advantage. We call this ability a change-up in basketball.

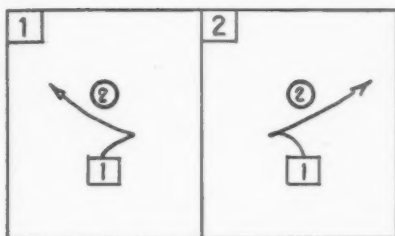
Naturally, the boy must be a good

shooter. But, the country is full of excellent shooters in both high school and college basketball, thanks to some great teaching mostly by grade school and high school coaches. It is our opinion that the difference be-



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tween the good shooter and the great basketball player is the ability of the player to get open for the shot with the least amount of time and effort wasted.

At this point let us explain what we mean by the change-up in basketball. First of all, a player must be close enough, 6 feet or closer, to his man for the change-up to be effective. In the play which is shown in Diagram 1, the offensive player, 1, wants to fake player 2 to the right so he, player 1, can drive to his left and gain the position he wants. In order to do this effectively player 1 fakes to the right by placing his right foot down, putting all his weight on that foot, and using a head and body fake to the right. He will then lift up his left foot and drive to the left, using all the power of his right foot to drive off in order to get as much distance as possible in the first two steps.

Diagram 2 shows a play in which the opposite is true. Player 1 fakes to the left by placing his left foot out, with a head and shoulder fake that way. Then lifting his right foot, and driving off his left foot, he gets as much distance as possible in the first two steps.

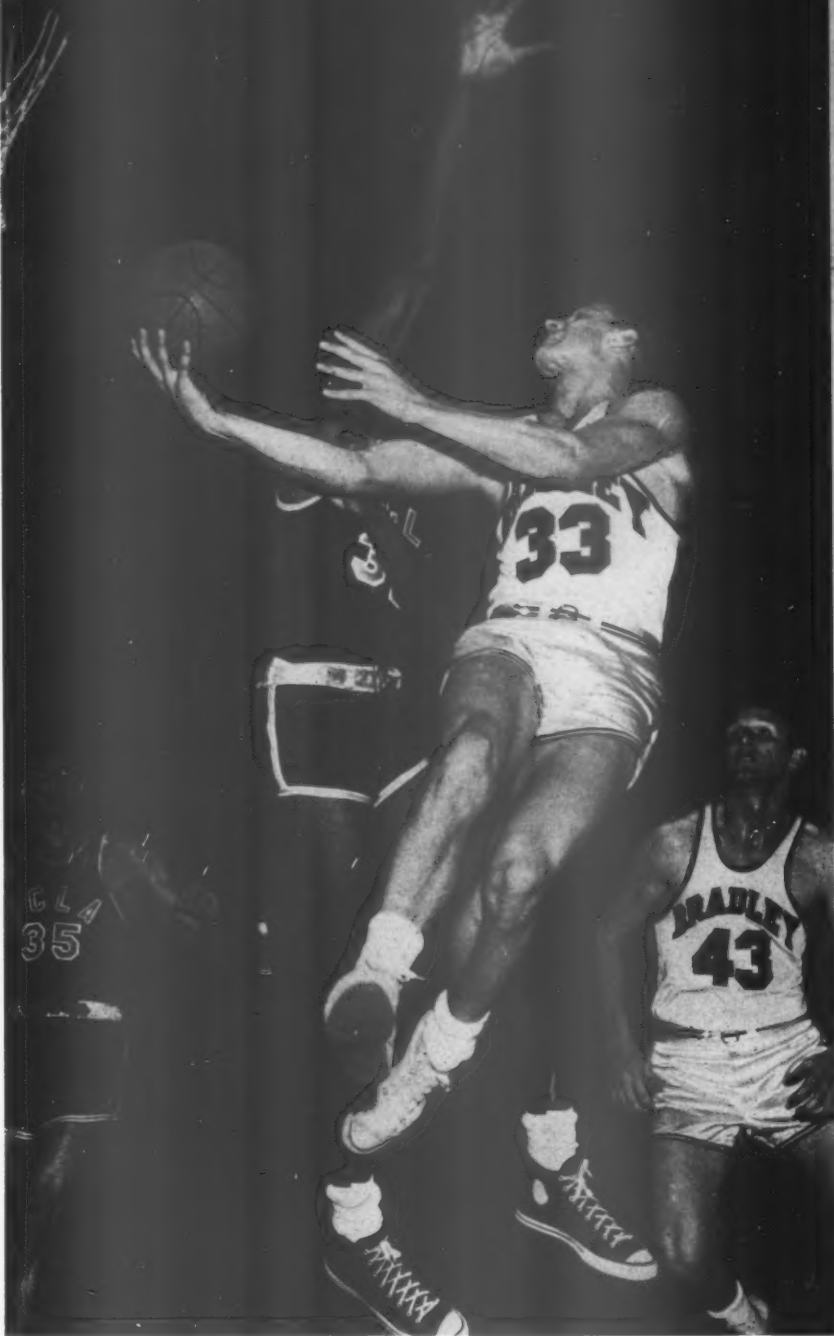
Incidentally, the change-up can be executed with or without the ball. The player should be sure to start the dribble before his pivot foot leaves the floor. Bearing these points in mind, allow us to present the accompanying illustrations.

## Series B

Illustration 1 shows No. 33 making his change after he passes. No. 33 approaches the screen, No. 50 turns toward the basket (Illustration 2.) As No. 33 sets the screen, (Illustration 3), No. 50 fakes to the right.

Now, No. 50 drives to the left past the screen and No. 33 starts to cut toward the basket (Illustration 4). Number 50 stops as he sees No. 53

shift off. Number 33 is breaking into the open (Illustration 5). Illustration 6 shows the return pass by No. 50 to No. 33 which produces an unmolested lay-up.





the basket. Number 50 fakes to the right, as usual, as No. 33 sets the screen (Illustration 2). Now, notice No. 41, the defensive man, tries to



Notice that each time No. 33 is careful to use the same action as he passes (Illustration 1). As No. 50 turns toward the basket, No. 33 approaches the screen as he does normally (Illustration 2). However, this time No. 33 does not set the screen. Notice how No. 53 is relaxed and expecting the screen (Illustration 3). Number 33, with no change, drives to the basket as No. 50 prepares to return the pass (Illustration 4). Illustration 5 shows No. 33 receiving a nice lead pass from No. 50. Number 33 goes in for an easy lay-up, using no change (Illustration 6).





fight through the screen. Number 50 lifts his right foot but does not change to the left (Illustration 3). Illustration 4 shows No. 50 driving

toward the baseline. Notice how habit has caused No. 41 to move toward the screen. As No. 50 drives toward the basket, No. 33 leaves the

screen to go for the rebound (Illustration 5). Illustration 6 shows No. 50 set for the shot because of a simple, well executed change-up.



As play starts, No. 33 and No. 50 use the same routine (Illustration 1). Illustration 2 shows No. 33 approaching as if to set a screen. Instead of setting a screen, No. 33 starts to drive toward the basket (Illustration 3). Illustration 4 shows how No. 41 sags back to help prevent a pass to No. 33. Number 50 sets for a shot. As No. 50 executes a one-handed shot, No. 33 goes for rebound position (Illustration 5). Illustration 6 shows the shot approaching the basket. Num-

ber 33 is in perfect position in case of a miss.

**F**ORDY ANDERSON played and coached at Great Lakes during the war and then returned to Stanford for his senior year when he coached the freshman team. Two years at Drake saw his teams win 32 while losing 23, and in five years at Bradley his record shows 123 victories and only 43 losses.



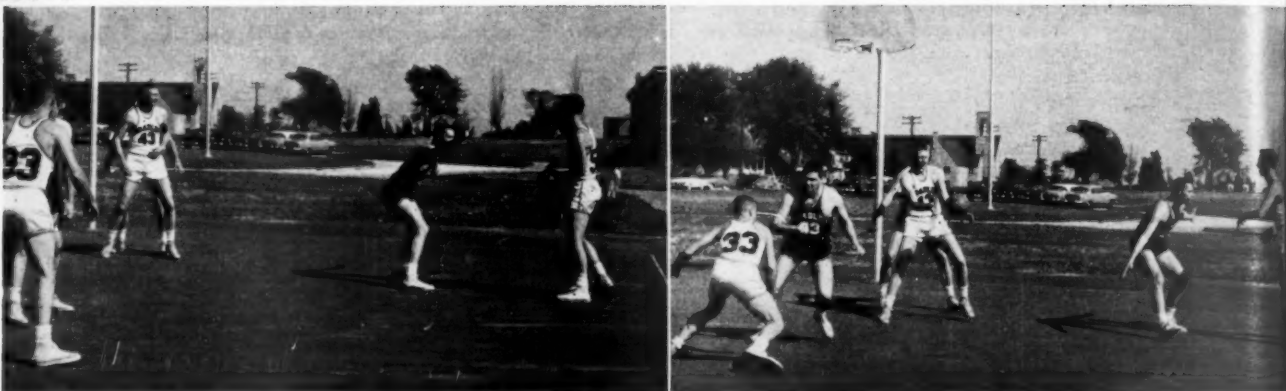
## Series E







## Series F

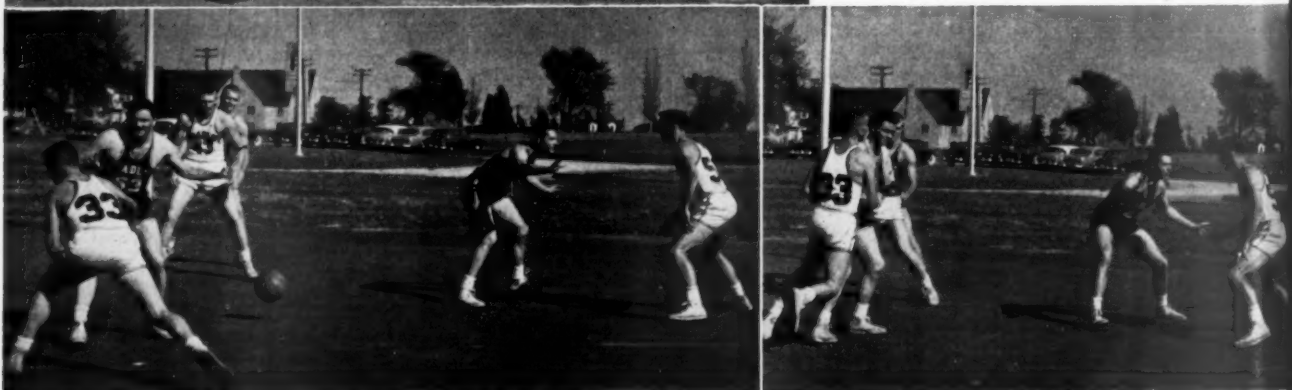


## Series G (Above)

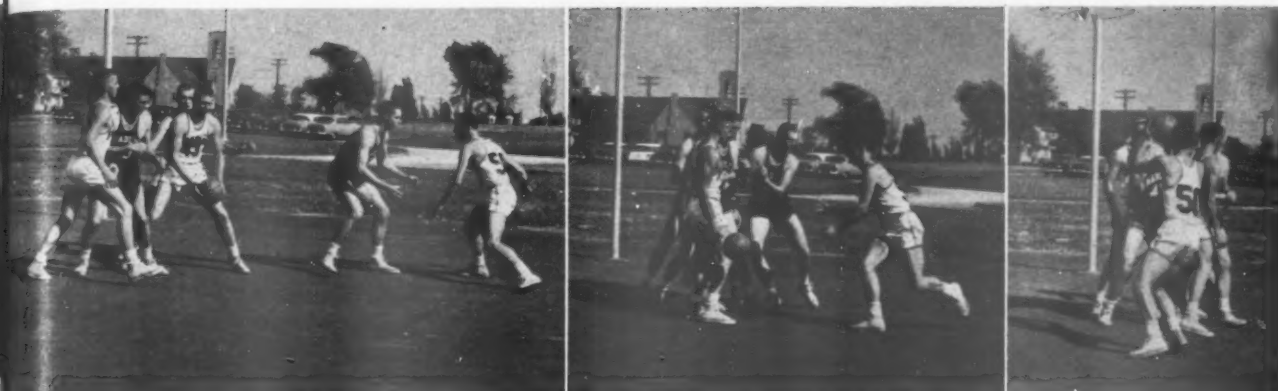
## Series H (Below)

## Series F (Top)

As No. 33 bounce passes into the center, No. 43, he changes from right to left (Illustration 1). Illustration 2 shows No. 33 changing from left to right as No. 43 receives the ball. Now, watch No. 50 who faces the basket (Illustration 3). Illustration 4 shows No. 50 starting to drive to the right. Number 50 changes from right to left as No. 33 sets a screen. Notice No. 43 always passes the ball out for No. 50 to receive (Illustration 5). Now, since everyone seems to have







run into each other, No. 50 has an unguarded set shot because of two well-executed change-ups (Illustration 5).

## Series G (Middle)

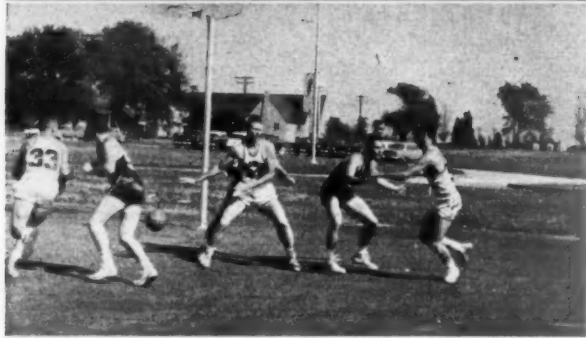
The forward, No. 50, has the ball (Illustration 1). Illustration 2 shows No. 50 passing to the center, No. 43. Notice the effective change to the left being made by No. 33. Now, notice the change to the right that

No. 50 is making as No. 33 changes from left to right (Illustration 3). Illustration 4 shows No. 50 changing from right to left and No. 33 driving around the right. Notice how the two defensive men, No. 53 and No. 41, seem to be running into each other. The return pass goes to No. 33 who is in the clear (Illustration 5). Illustration 6 shows No. 33 going in for a lay-up.

## Series H (Below)

Number 33 throws into the center, No. 43, and starts a change-up as does No. 50 (Illustration 1). Illustration 2 shows No. 33 faking to the left, and No. 50 faking to the right. Now, No. 33 and No. 50 change again and seem to be setting up a one-two split (Illustration 3). However, No. 50 changes a third time from left to right (Illustration 4). Illustration 5 shows the bounce pass going to No. 50. Notice how unbalanced the defensive man, No. 41, is at this point. Number 50 has an easy short shot by crossing up the defense (Illus. 6).





## Series I (Above)

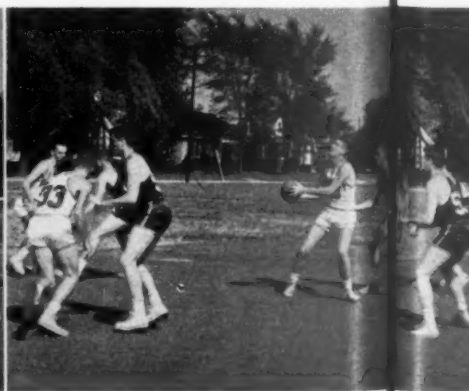
The forward, No. 50, starts a pass to the center, No. 45, as the guard, No. 33, changes to the left (Illustration 1). Illustration 2 shows No. 50 starting to the right as the pass goes into the center. Number 33 changes to the right from the left. At this point No. 33 changes again to the left as No. 50 is faking to the right (Illustration 3). Number 50 changes to the left, but No. 33 is driving from

No. 43 (Illustration 4). Illustration 5 shows No. 33 well ahead of his man as he receives the pass from No. 43. Number 33 is on his way to score (Illustration 6).

## Series J (Below)

Illustration 1 shows the forward, No. 50, passing to the center, No. 43, from a different angle. Number 33 fakes to the right. As No. 43 receives the ball, both No. 50 and No. 33 are executing a change-up in oppo-

site directions to make a one-two split (Illustration 2). Watch the center, No. 43. All this time he has been feeding back to either No. 50 or No. 33. Now, No. 43 makes a head fake (Illustration 3). Illustration 4 shows No. 32, the defensive man, watching the other man, according to habit. Number 43 drives hard toward the basket while his man is still watching the action out front (Illustration 5). Illustration 6 shows No. 43 in for an easy hook shot unguarded because he used a good change-up.





# A Defense Against The Tall Pivot

By P. R. WISHER,

Basketball Coach

Glenville, West Virginia, State College

AS a former high school and armed forces basketball coach, the problem of defending against the tall pivot man, although pressing at times, was seldom the determining factor in a win or loss. However, when we were coaching the Bainbridge Naval Training Center team two years ago, it became evident, during the latter half of the season, that the performance of the experienced big pivot man was usually the outstanding factor in the loss of games, a situation that was repeating itself with annoying regularity.

Most of the usual defensive practices — guarding in front, playing a loose man-for-man, and double-teaming when possible, were having little success. Assuming an attitude of *everything to gain and nothing to lose*, we experimented with an unorthodox method, first in practice and later in actual games. The basic defense employed was a man-for-man; some zone principles were integrated into the system. Surprisingly enough, the defense turned out to be quite effective, as indicated by games won.

Since it is impossible to represent

THE coaching career of P. R. Wisner includes service at Bloomsburg, Pa., High School, Bloomsburg Teachers College, University of Maryland, and the Naval Training Center at Bainbridge, Md. He holds a doctor's degree and is serving his first year at his present location.

the numerous possible play situations, one common sequence will be explained. The key setup is shown in Diagrams 1 and 2.

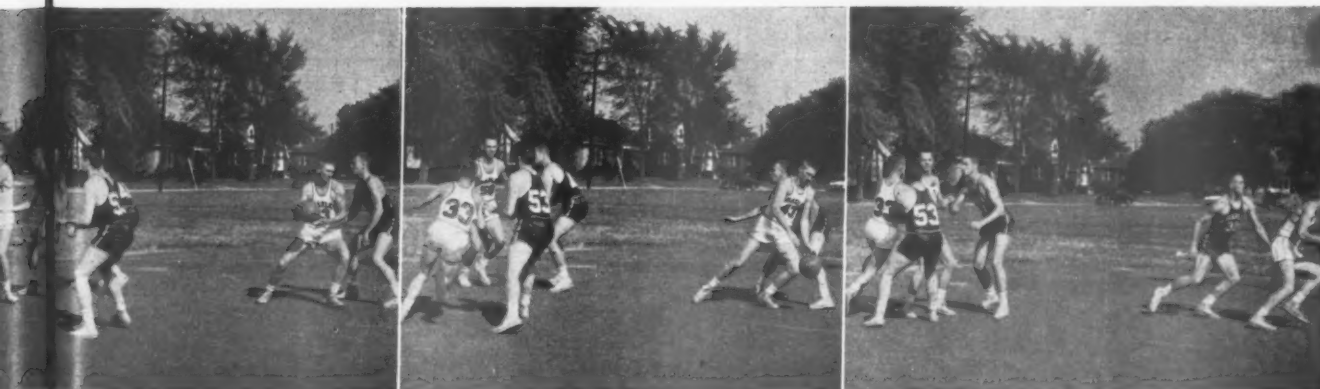
Diagram 1 shows 01 in possession of the ball; 02 is the tall pivot; X1 and X2 are the respective defensive men.

In the play shown in Diagram 2, 01 feeds the ball to 02. At the moment the ball leaves 01's hands his defensive man, X1, turns and makes an all-out effort to double-team the pivot man, as indicated in the diagram. Through team chatter, and the direction of the pass, the defensive man X1, can sense that the ball is going to the pivot man.

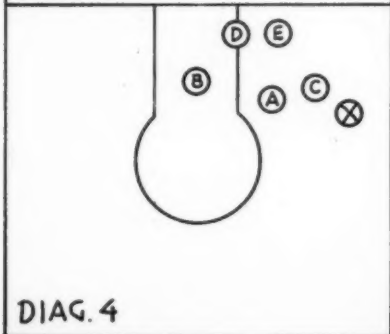
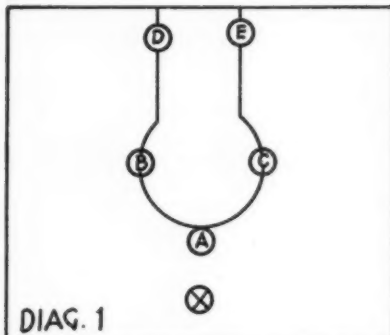
For the coach who adheres to the strict man-for-man defense, the technique described here may appear to be rather ridiculous, because one of the men, 01, is unguarded. However, it must be kept in mind that the primary objective was to lessen the effectiveness of the pivot man. This defense should prevent hook shots; it should crowd the jump shot; and it should retard the effectiveness of the dribble out as well as passing. Probably its greatest asset was that it disturbed the pivot man psychologically, for it forced him to cope with a situation which he had not encountered frequently.

In the play shown in Diagram 2, the unguarded man, 01, was permitted to move freely. Generally, he did

(Continued on page 43)



# Only the Ball Can Score!

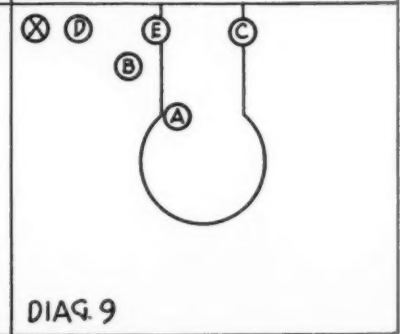
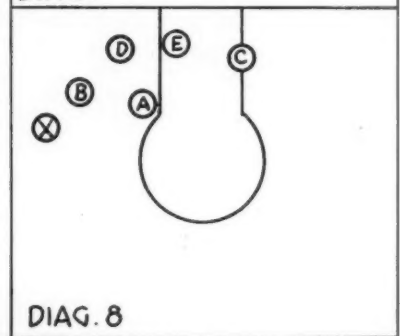
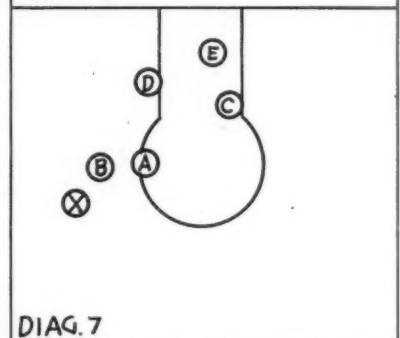
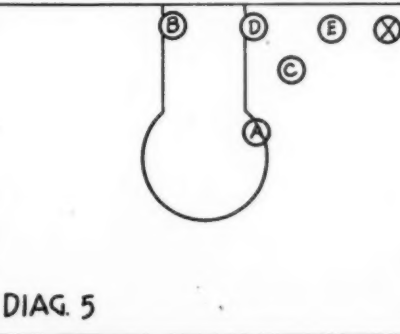


**T**HEORIES concerned with putting the big ball through the little hoop, or keeping the little ball from going through the big hoop, depending on whether we are talking offense or defense, are as plentiful and varied as the number of grandstand coaches who are among America's top second-guessers.

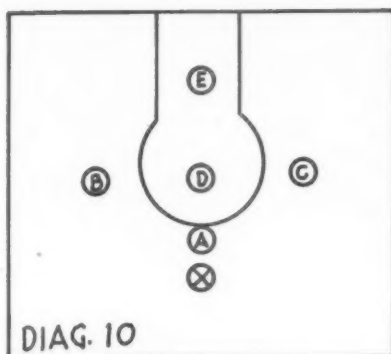
After considerable observation, study, and learning by that greatest but often most painful instructor, *experience*, we have come to the conclusion that all complicated technically phrased theories can be boiled down to this one simple and self-evident statement *only the ball can score*. A so-called all-American cannot score if he does not have the ball. The finest collection of individualists in the game will not look impressive, if they are prevented, as a unit, from maneuvering the ball close enough to the basket to score a reasonably high percentage of shots.

Our previous statements will arouse no argument, but we are using them as a background for the explanation of the type of defense we have found most successful in high school play. In this article we are not attempting to argue against any other type of defense. Our only aim is to explain, in as simple and as concise language as is possible, the defensive pattern we have used successfully for a number of years. This defense was built on the realization that *only the ball can score*.

As a general classification, our sys-





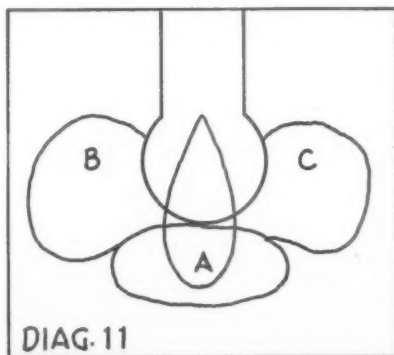


tem comes under the term zone, but in its execution we believe many of the weaknesses of the standard zone defenses have been eliminated. Most zones are weak because they try to cover too large an area. Remembering that *only the ball can score*, we are concerned only with the area in a direct line between the ball and the basket. We attempt to keep three men in the direct area between the ball and the basket. Originally, a 1-2-2 formation was used as the basic pattern. This pattern worked fine until we met teams that had concentrated on corner shooting to exploit the chief weakness of zone defenses. As a result, adjustments were made which now give us an exceptionally strong defense against even the corner shooters.

The various team positions on the court will be explained, and then the individual physical requirements will be discussed.

Unless we know differently, our players start out on the theory that the team we are playing does not concentrate its attack on the corners. If the ball is directly in line with the goal and outside the free throw circle, the players would be situated as is shown in Diagram 1.

Notice that the rebounders are stationed with their inside feet on the free throw line, while players, B and C, have their inside feet just inside



the free throw circle. Player A is the spearhead of the defense, and he ranges out in front of the circle, the distance depending upon his agility and the scoring threat of the ball-handler. As A moves farther out, B and C move slightly to the center, covering the area back of A. All players keep the foot which is on the side nearest the goal back, to enable them to slide in that direction and cut off a fast drive toward the basket. The hand opposite to the foot which is back is kept raised at all times. This raised hand will discourage many shots that would otherwise be taken.

When the ball, X, is maneuvered to the positions shown in Diagrams 2, 3, 4, 5, 6, 7, 8, and 9, the players should occupy the corresponding positions.

When we know ahead of time, or observe as the game progresses that our opponents are dangerous from the corners, and are concentrating on this point, which is the hardest to protect with this defense, the follow-

**ROY BAKER** graduated from Southwestern College in 1931. With the exception of three years service in the infantry he has spent the balance of the time in high school and junior college coaching in Kansas. During this time his teams have won three league championships in football and eleven in basketball.

ing shift is made in our assignments. Player A is moved a little farther out, players B and C are spread, and our most agile man, the taller, if he can move fast enough, is moved to a point directly in the center of the free throw circle and about 18 inches from the free throw line away from the basket. The one remaining post man plays heavy on whichever side the ball is on (Diagram 10).

In this formation, players A, B, and C are responsible for a much smaller area. Using the same weakside shift pattern as described above, when the ball is on the opposite side, the area of responsibility of these three men is as is shown in Diagram 11.

When the ball moves down the side and to the corner, player D covers the area with less shifting, as is shown in Diagrams 12, 13, 14, and 15. Player D shifts from his original position as is shown in Diagram 10.

In the case of a long pass from the outside to the corner, E covers the



corner and D drops back to E's position.

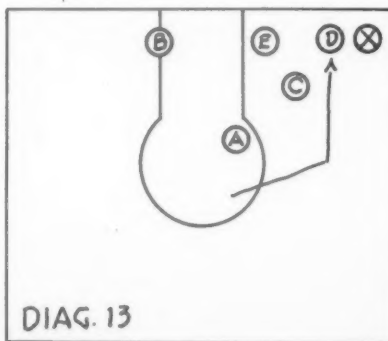
We have found that this formation enables us to cover the corners with a minimum of shifting, and having the same man always covering against corner shots has proven to be very effective. The chief weakness of this formation is the sacrificing of rebound power on long shots from outside the defense.

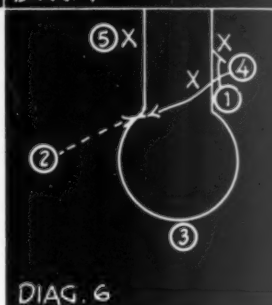
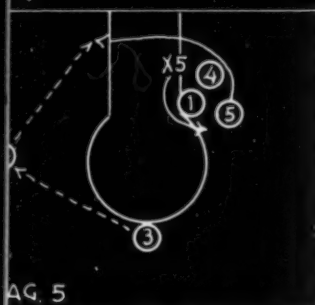
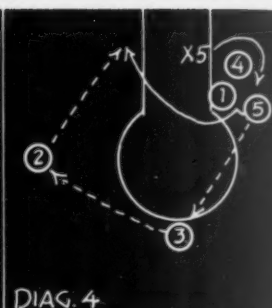
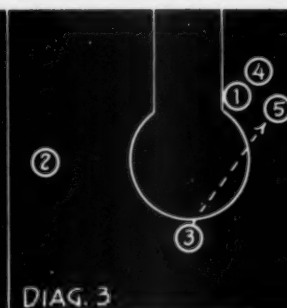
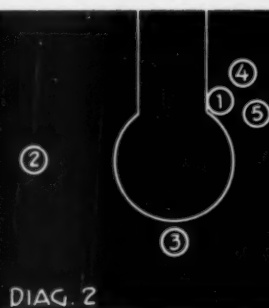
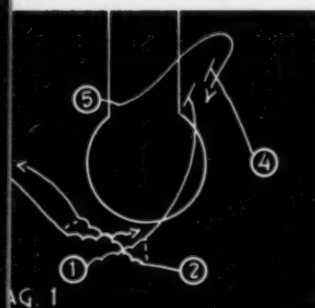
A few specific drills are used to build up agility and reaction response, which are necessary in this defense. The most important thing is for the players to start when the ball starts, not after it reaches its destination. A half step slow start will wreck this defense, so the boys must be in top physical condition. We use up to a dozen wind sprints the length of the floor, each practice session. Then a shifting drill is used where the players take a boxer's stance, with the hand up on the side having the forward foot. The players are given directions forward, backward, left, right, left-front, right-front, left-rear, right-rear, etc., changing the forward foot and hand as the direction moved requires a change.

The post men drill against each other, learning to give ground on a man driving from the corner on the base line, and at the same time crowding him out of bounds.

Normally, our tallest men are used

(Continued on page 38)





By JACK NAGLE

Basketball Coach, Marquette University, Milwaukee, Wisconsin

Encountering many man-for-man defenses this season?  
If so here are

## Approved Shotgetters

**D**URING thirteen years of coaching, scouting, and observing the game of basketball we have seen many fine scoring plays. The purpose of this article is to set forth five plays which, in our opinion, are among the outstanding *shotgetters* against the man-for-man defense.

Of these five plays, two may be classified as *multi-option* plays and three may be termed *single-option* plays.

In a multi-option play there is continuous action on the part of the offense which results in a definite sequence of plays. This sequence follows a natural pattern and it is the movement of the defense that actually names the option to be run.

In the so-called single-option type, the play is designed to get one particular shot at the basket and there is no attempt at continuity or sequence.

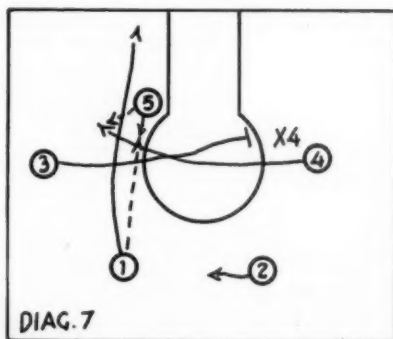
All of the following plays can be adapted to a single post offense and each play may be run to the side of the court which best suits the shooting qualifications of the personnel.

### Play No. 1—Double Screen — (Multi-Option)

In the play, which is shown in Diagram 1, 01 dribbles toward 02, hands off to him, and continues his cut, setting the screen. 04 moves in with

**J**ACK NAGLE played three years at Marquette and upon graduation entered the service. During his time in the armed forces he coached four service teams, winning 94 and losing but 11 games. Upon discharge he served as athletic director and basketball and baseball coach at Aquinas College in Michigan. He moved to Marquette as assistant and scout in 1950 and this past summer succeeded Tex Winter as head coach.

01 to form the double screen. The screeners face the basket. 02 has dribbled toward 03 who in turn has moved toward the ball. 02 hands off to 03 who dribbles to the top of the free throw circle and is ready to pass



to 05 who has moved around the screen.

The play is now set up and the players have moved into the positions shown in Diagram 2.

Diagram 3 shows option 1. 03 passes to 05 who takes a push shot.

Option 2 is shown in Diagram 4. Should 05 receive the ball and find that X5 is on him, 05 passes back out to 03 who in turn passes to 02. Then 02 looks for 05, cutting off the screen.

If 05 is covered by the defense and cannot receive the initial pass from 03, option 2 is exercised as is shown in Diagram 5.

Diagram 6 shows option 3. Should 05 cut off the screen and be covered by the defense, 01 screens for 04 who comes out for a pass from 02 and a quick jump shot.

### Play No. 2—Weak-Side Screen— (Single-Option)

01 passes to 05 and cuts to the basket (Diagram 7). Then 03 cuts close behind 01 and screens X4. 04 cuts off the screen and receives a pass from 05 for a medium push shot.

The play may be run with 03 making the initial pass to 05. 01 would then be the second cutter (Diagram 8).

It is apparent that cutters 01 and 03 may be open for a pass from 05 but it is the weak-side screen phase

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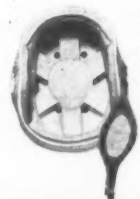


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of the play which will produce the wide-open shot. The cutters must go through quickly and the timing must be rapid because 05 may have difficulty protecting the ball if there is any delay.

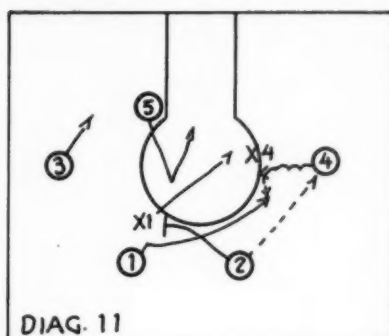
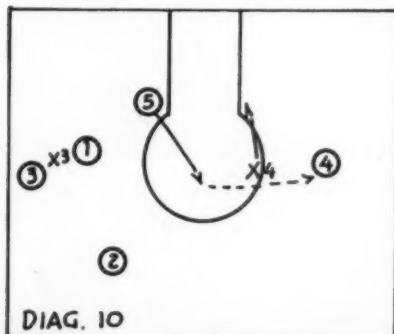
### Play No. 3—Weak-Side Sneak— (Single-Option)

This play is particularly effective



when it is used by a team that employs a strong inside screen attack. The defense becomes accustomed to moving the weak-side guard, X4, into the free throw lane area to stop the strong-side forward driving off the screen.

In the play, which is shown in Diagram 9, 01 passes to 03 and sets an inside screen on X3. 03 refuses to drive off the screen and passes to 02.



Then 02 passes to 05 who steps to meet the ball. 05 then passes to 04 who cuts quickly as is shown. The timing between 05 and 04 is important. 04 starts his cut as soon as the ball touches 05's hands.

Should X4 anticipate this maneuver on the part of 04 and drop back to play the passing lane from 05 to 04, 04 merely holds his position, calls for the ball, and takes a push shot (Diagram 10).

If X4 plays close on 04, the sneak will still go as 04 is able to cut forward faster than X4 is able to retreat backward and sideward.

### Play No. 4—Guard Squeeze (Single Option)

In the play, which is shown in Diagram 11, 02 passes to 04 and screens X1. 01 cuts sharply off the screen as 04 dribbles to the edge of the free throw circle. 01 takes the hand-off from 04 and has three options, depending upon the movement of the defense.

Option 1: If X1, or X2 in the event of a switch, takes the short cut and goes behind X4, 01 stops and takes a push shot.

Option 2: If X1, or X2, follows 01 closely and runs into the natural screen set up by 04, 01 dribbles for the lay-up (Diagram 12).

Option 3: Should X4 switch to cover 01 as he dribbles to the basket,



04 rolls to the basket and looks for a return pass from 01. 05 and 03 move as is shown and rebound the shot. 02 is the defensive balance.

### Play No. 5—Guard Loop— (Multi-Option)

Diagram 13 shows option 1 for the guard loop, multi-option play. 02 passes to 04 and cuts as is shown.



03 attempts to run X3 into a stationary screen which has been set by 05. If 03 is open, he receives a pass from 04 and takes a jump shot.

Option 2 is shown in Diagram 14. If 03 is not open, he continues his cut to the corner. Then 04 pivots, makes a bounce pass to 03, and moves to form a double screen with 05 who has moved as is shown. 02, who ap-

(Continued on page 39)





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By JOHN PATRICK  
Basketball Coach, Bloomfield, Iowa, High School

## Analysis of

# Defensive Footwork

**I**T is an old story, but defense is the most reliable part of basketball play. A good defense can be depended upon; whereas, an offense will run hot and cold.

In the past few years defense has taken a back seat because of the easily taught offense and the box office appeal that basket shooting has; however, the tide is turning and coaches are realizing once again that defense is the most dependable part of basketball play.

Through the evolution of defensive play we have come to realize that 75 per cent of all points are made from plays up the middle; therefore, we must place as much defensive strength in there as possible. Defensive strength up the middle can be accomplished by employing a man-for-man defense with a zone principle, sometimes called a sliding or sinking off man-for-man. This defense is designed to cover a man when he is handling the ball, but when he passes off, the defensive man drops off, sinking off to the middle as far as the offensive man is away from the ball, but he always maintains position in order to be able to move up on the offensive player as fast as the ball moves in his direction. This defense has been used by numerous high school and college teams in the last few years to plug the middle and help guard the tall post man.

Just as a new type of defense calls for new offensive tactics, the offense has now improved its outside shot enough to force the defensive men to cover tighter and thereby loosen up the middle.

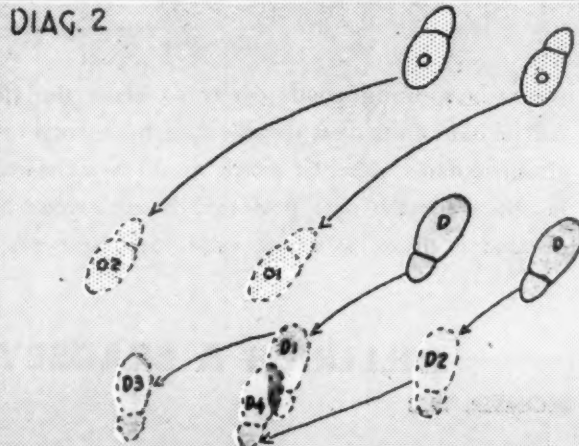
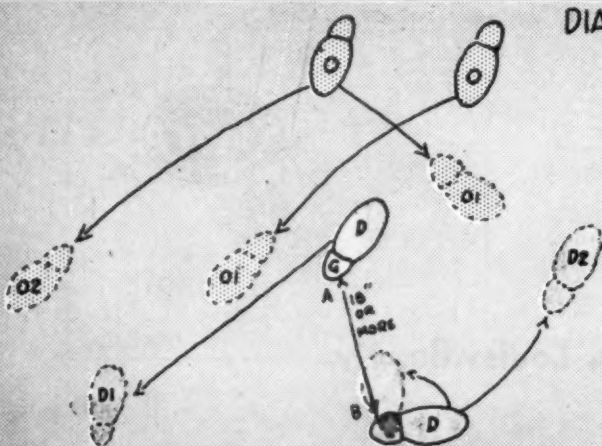
Since the outside shot has improved, some defensive strength on the tall post man has been lost because we have to advance very fast to cover the outside and still sink back to help plug the middle. This fast approach and retreat often results in overrunning the offensive man and he drives in under the defensive player for a better shot.

We have, in using this sinking off man-for-man, improved it a great deal by changing the footwork and stance to suit the purpose.

It was discovered that our boys were having a great deal of difficulty in covering both the outside and the retreated positions effectively. They were using the natural stride and the parallel stance, the same footwork and stance they had been taught during their early years of basketball. However, in using this footwork and stance they were overrunning, too slow to cut off a drive-in, and they had difficulty retreating to help plug the middle.

Our greatest problem was the stance and the approach of the players from the retreated position. If they approached too fast, with a natural

(Continued on page 40)



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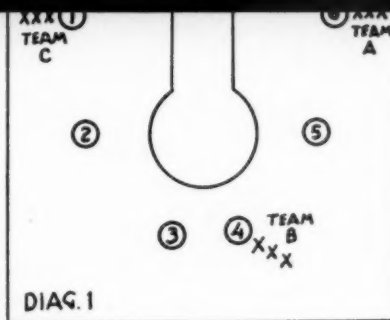
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IN looking at the sports pages today we see college basketball scores in the 80's and 90's. A score of 70 is common and a team is considered weak unless it reaches 60 points. In the high school game of 32 minutes the scores are often in the 60's and many teams average 50 points. By comparing these figures with those of 10 years ago, the trend toward higher



To achieve the goals mentioned earlier, and to put our philosophy to work, the team is coached in the following manner. Shooting to hit and concentration in shooting are stressed at every opportunity in our chalk talks, drills, and practices. Early in the season practices are usually started with shooting drills. In order to warm up properly, the entire squad shoots

# Concentration in Shooting

By JOHN A. PFITSCH

Basketball Coach, Grinnell College

scores is very apparent. The usual explanation for this change is the switch to the *fire wagon* style of basketball. Also, the rule revisions tended to open up the game.

One explanation, which we have concluded to be one of the most important, is often overlooked. In our opinion, the boys who play basketball today are better shooters than were their counterparts of ten years ago. We believe that the players of today make a larger percentage of the shots taken. Statistics tend to support this conclusion. Ten years ago a team that averaged 25 per cent of its shots figured to win a majority of its games. Now, the average has to be close to 33 per cent and there are teams in college and university ball that average better than 40 per cent of their shots for the entire season.

Experience, experimentation, and scientific study by coaches have influenced this movement toward better shooting. In order that our squads will be able to cope with the general pace of basketball shooting today, we have decided upon the following principles for teaching our boys to shoot.

No particular style of shooting is stressed — two-hand or otherwise. We attempt to analyze each boy's natural shot and encourage him to shoot in the manner he likes as long as he adheres to the basic fundamentals. A player must handle the ball with his finger tips and he should never palm the ball for a pass or a shot. The shot, whether it is taken with one hand or two hands should employ a minimum of the large muscles in the arm and shoulder. For greater power and balance the shooter must bend his knees and shoot with his legs. The ball must be shot from a position that is not easily blocked and from which the individual may also either pass or dribble. The shooter must follow through mechanically at the basket and, finally, he must concentrate to the best of his ability on the target.

Perhaps the last principle stated needs more explanation. We feel a boy must believe that every time he

**J**OHN PFITSCH graduated from Texas and then served as assistant to "Phog" Allen of Kansas. Following his work at Kansas he coached all sports at Midland College, Fremont, Nebraska before reporting to Grinnell four years ago.

shoots, he is going to hit. He must have confidence. He must also have an attitude which is developed and not brought about by fate alone. Concentration is stressed as a basis for the development of this attitude, and, in our opinion, any shooter, regardless of his innate ability, can improve his basket shooting immeasurably by increasing his power of concentration upon the target. We think this ability to concentrate and the ensuing attitude make the difference between a mediocre and an excellent shooter. It is this final effort of shooting with an objective in mind which makes good shooters. From observation and study we have concluded that many players depend more upon the element of chance than upon the element of skill.

The types of shots each position will most likely get in actual game conditions in our offensive system are carefully analyzed. Heavy practice is stressed on the shots which are likely to be used in a ball game and at the same time the learning of additional shots for versatility is encouraged. Such additions should be shots which are known to be practical with respect to the player's position.


All basket shooting practice may be beneficial, but it is our feeling that shooting under game conditions is the most valuable as far as end results are concerned. Therefore, the majority of our basket shooting in organized practice is done under pressure. We get this pressure through competitive games and practice situations which employ a defensive player.

short shots and then gradually works back to longer distances. Our standard operating procedure from the very beginning is to pair the players and as one shoots the other defends. We call this our one-on-one drill. The defensive man is instructed to play his opponent vigorously, and after the shot has been taken, both men rebound. Then the defensive man becomes the offensive player and the positions are reversed. To make this drill more game-like and to increase the incentive to concentrate and hit, we have the two men keep score. At the end of each practice the manager records the scores. We have the opponents rotate and later a ladder tournament is run to ascertain our best shooters under these circumstances. The players are instructed to shoot from the spots they expect to shoot from in the game, as determined by our game analyses. We happen to use a man-for-man defense; thus we are developing defense as well as offense in this drill. The drill may be expanded by using two-on-two, three-on-three, etc., which involves more passing and ball-handling, and comes closer to the game situation. We feel that this drill is the best one for developing shooters.

Another drill which has helped us is called spot shot, and it fits very well into our basic philosophy concerning shooting. Players are organized into teams of 2, 3, 4, or 5 and each team has a ball. Each member of each team must make one shot from certain spots on the floor. In the drill shown in Diagram 1 each player rebounds his own shot and passes to a team member who then shoots and follows. The players move rapidly from spot to spot as they hit. Any player who finishes the sequence of shots may then rebound for his teammates, thus giving them an advantage. The team that makes all of its shots first, wins. This drill develops interest immediately, puts game-type pressure on shooters, has a time element

(Continued on page 39)





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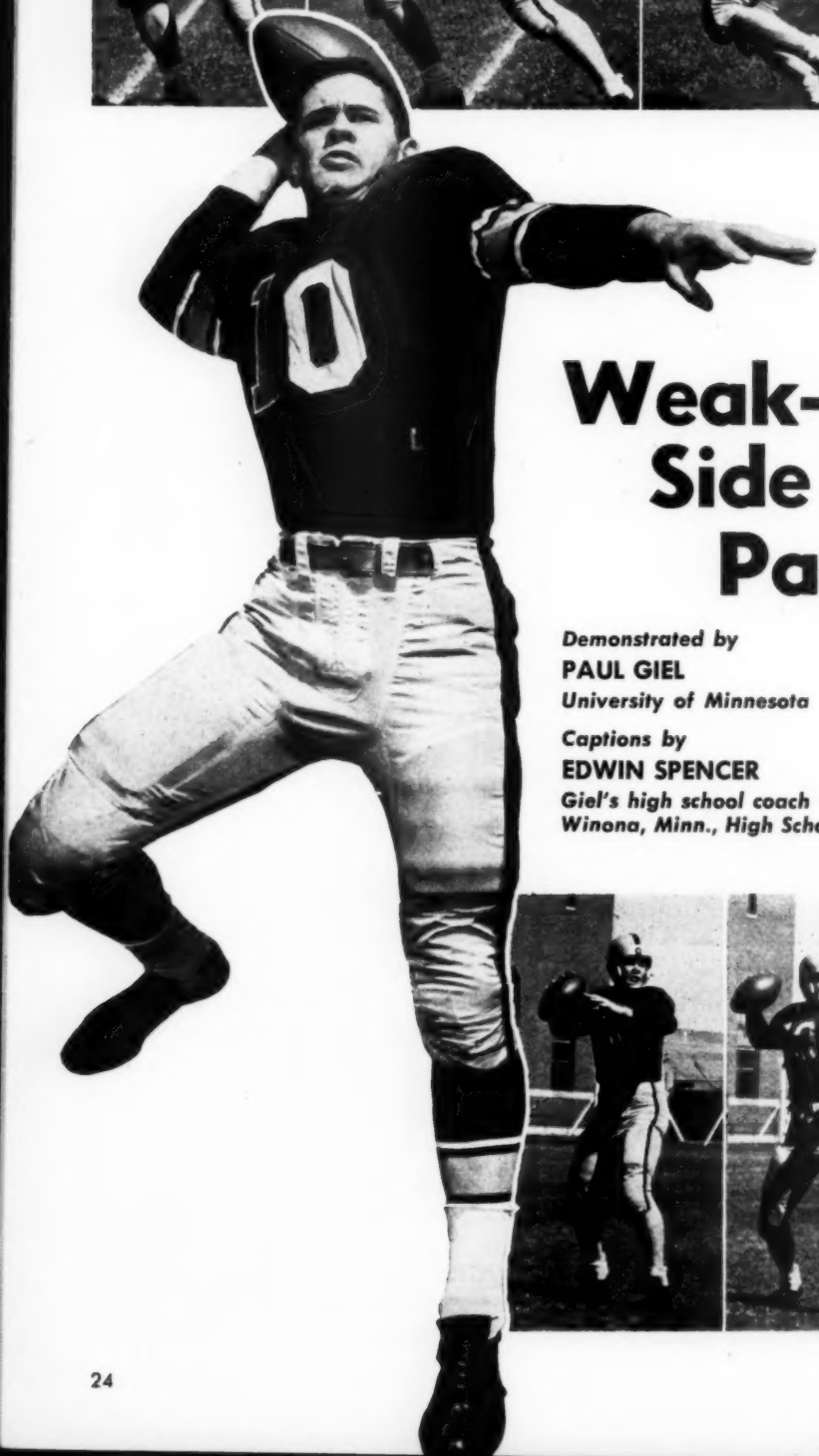
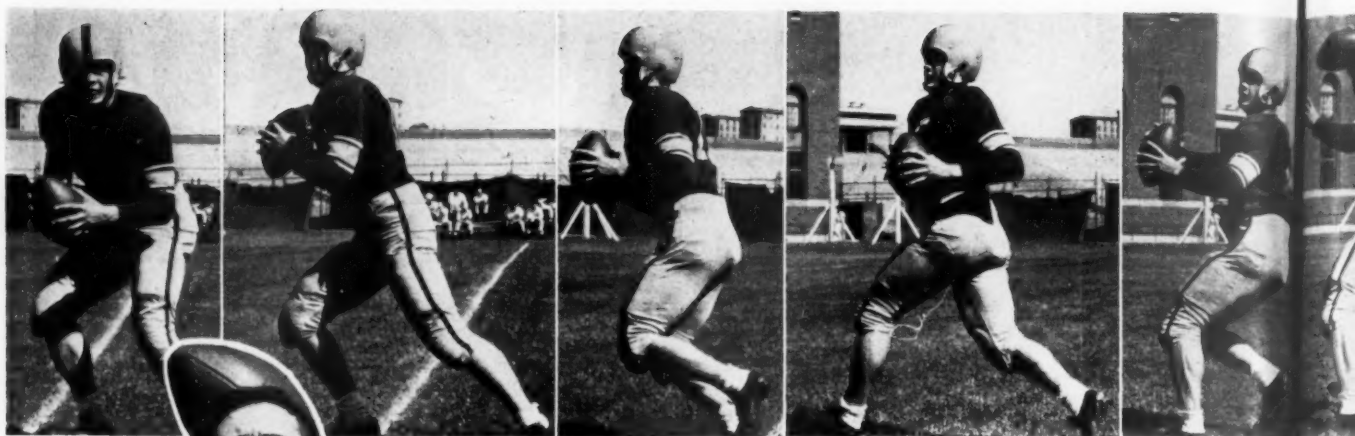
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## Weak-Side Pass

**Demonstrated by**  
**PAUL GIEL**  
*University of Minnesota*

**Captions by**  
**EDWIN SPENCER**  
*Giel's high school coach*  
*Winona, Minn., High School*

**N**ATURAL ability in throwing is the first requisite of a good passer. As a result of his background in baseball, where he is a fine major league pitching prospect, Paul Giel had this ability.

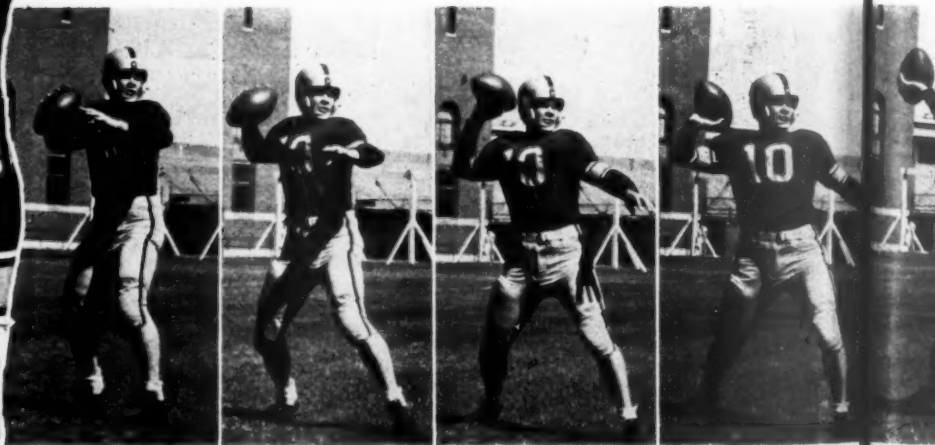
In order to execute a pass to the weak side properly, the passer must know the routes of all eligible receivers. Because the passer does not look in the direction of the pass until just before he throws the ball, it is very important that he know the routes of the eligible receivers.

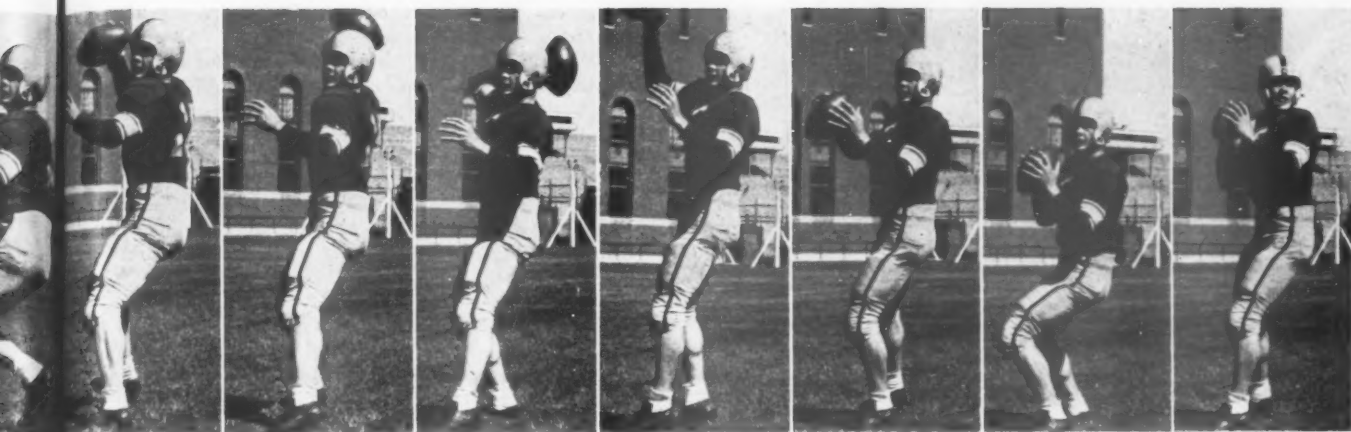
The following illustrations show how Paul Giel executes a weak-side pass.

**Illustration 1** shows Giel just after he received the snap from the center. He is starting to his right. Notice how he holds the ball with both hands. His eyes are straight ahead.

As Paul continues to his right, the ball is brought up to chest level, using both hands, to maintain better control. He is looking downfield (**Illustration 2**).

As Paul picks up speed, (**Illustra-**





tion 3), the ball is dropped slightly preparatory to seeking depth, and he is still looking downfield.

**Illustration 4** shows Giel getting ready to set for the pass. Notice he drops the ball slightly to assist in maintaining good balance.

Notice how Paul puts all of his weight on his left foot. His right foot is off the ground preparatory to seeking depth. The ball is held in both hands at chest level, and his eyes are downfield (**Illustration 5**).

**Illustration 6** shows Giel starting to shift his weight to his back foot for the first time. He holds the ball in one hand. He brings the ball straight back and up past his ear. His left hand is out front to assist in maintaining good balance.

All of Giel's weight is now on his back foot; the ball has reached the desired height, close to his ear (**Illustration 7**).

**Illustration 8** shows the ball held back, and dropped slightly. Using his left foot, Paul steps straight out in the direction of the fake.

Notice how Paul goes up on his toes to make the fake appear more realistic. His left hand is starting up to cradle the ball and prevent fumbling (**Illustration 9**).

**Illustration 10** shows Paul's weight again shifted to his front foot. He holds the ball at chest level in both hands, and his eyes are downfield.

Prior to passing to his left, Paul crouches slightly in transferring his weight before looking and stepping left (**Illustration 11**).

**Illustration 12** shows Giel's weight shifted to his back foot. Again, the ball is started back to passing position. His eyes have shifted from downfield to his left for the first time.

Using his left foot, Giel steps off in the direction of the pass. His left hand is off the ball, and his body is turned in the direction of the pass (**Illustration 13**).

With his right foot planted securely, Giel steps forward with his left foot. Notice again he holds the ball close to his ear (**Illustration 14**).

**Illustration 15** shows Giel ready to

throw the pass. His left foot is making contact with the ground, and his body is facing the receiver.

As Paul starts his throwing motion, his left foot is planted securely. As he throws the pass his weight shifts from his back to his front foot (**Illustration 16**).

**Illustration 17** shows how Paul brings the ball in a straight overhand motion past his ear. All of his weight is now shifted to his front foot. His body is open, facing the receiver.

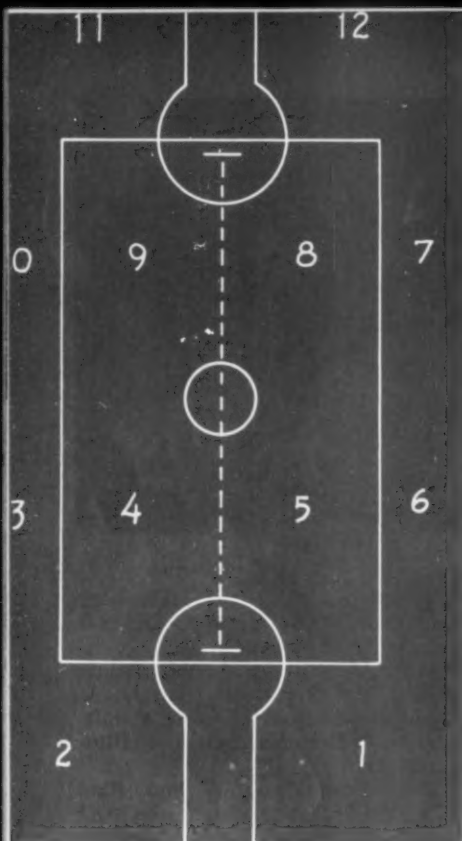
As Paul prepares to release the ball, notice the relaxed appearance of his left hand and right foot (**Illustration 18**).

**Illustration 19** shows Giel releasing the ball. His left knee dips slightly to assist in his follow-through and balance.

Paul has completed the follow-through. His right hand is relaxed, and his weight is still on his front foot (**Illustration 20**).

After throwing, the passer tails in the direction of the pass in the event of an interception.





**I**N our basketball leagues for the junior high school group we encounter many problems directly related to the vast differences in individual ability. Undoubtedly, these problems are due to the various rates at which the boys are maturing.

Oftentimes, one or two boys will dominate the ball for the entire team on offense. They dribble madly down the whole length of the court, take haphazard shots, and disdain passing off to a teammate in whom they have little or no confidence.

The class giant is also a problem. He dominates both backboards and the smaller boys about him move from a feeling of resentment to futility. The fact that no age differential exists has no bearing whatsoever.

If, as is generally the case, there has been little good instruction given in fundamentals and basic defensive skills, the boys will gang up when they are on defense and run helter skelter when on offense. Pass work and team play are forgotten in the excitement of play.

We have found zoned basketball a happy solution to these problems. The game has proven especially effective with classroom groups that are not quite ready to play organized basketball and yet show a definite interest in the sport. Zoned basketball serves as a fine stepping stone and definitely leads to improved tech-

niques when the players are ready to enter our midget and junior recreation leagues.

The game requires a little imagination and initiative on the part of the instructor. Using the lines that are marked for various games on every gymnasium floor, we divide the gymnasium into zones. There is one zone for each two players.

The only zones that overlap are those under the basket. Each zone

est number. For example, we would call nine and each of the players numbered nine would raise his hand. The number eight players would then call their numbers and move into the nine zone. Sevens would call out and move into the empty eight zone and so on down the line until the ones moved to the two zone. Then nine would complete the entire rotation by going to the one zone and the game would start once again.

## Zoned Basketball

By MORTIMER H. MORRIS

Superintendent of Recreation, Croton-on-Hudson, New York

goes to the far free throw lane line. Therefore, each zone includes the free throw lane.

We have a bisected volleyball court in our gymnasium which makes the division into zones a simple matter. Diagram 1 shows how the court is divided into twelve zones for 24 players. If we needed only eleven zones, we would merely eliminate zone 7 and permit balls thrown to that zone to go out of bounds. If only a few zones are needed, we merely enlarge the various zones. For example, zones 7 and 8 could be incorporated into a single zone.

A member of each team is assigned to each zone. Opponents who have ability as similar as possible are selected. We have now developed our boys to the degree where they are permitted to select an opponent, and it is a rare occasion when we are forced to step in and make switches.

Likewise, when the zones are rotated, it is merely a matter of calling switch. At first, we gave each player a number. When it was time to change zones we would call the high-

It is important to see that every player gets an equal opportunity to play in each zone. Sometimes this rotation means a carry-over to another session.

As far as rules are concerned, we use regular basketball rules with only a few modifications. Only the offensive men under the basket are permitted to shoot. If a player goes out of his zone, the ball is awarded to the other team. On fouls, the other team is also awarded the ball. In each case the ball is put into play with a free throw in from the zone where the infraction was committed.

The use of this simple game in place of barrel house basketball has created several desirable developments in the ability and attitude of our players.

1. Every player has an equal chance to handle the ball, to shoot, and to dribble.

2. The two-man show has been eliminated and we have no clique of players dominating play.

3. The persistent dribbler has been corralled.

4. The abnormally tall boy is kept from the basket.

5. More players can be on the floor at one time.

6. The value of teamwork has been impressed on the players.

7. The importance of defense and the player staying with his man becomes a vital consideration.

8. We do not have everyone gang-ing up on the ball.

9. The less capable player develops a greater interest and then increased ability which in turn creates even a greater interest and then even a greater ability.

**M**ORTIMER MORRIS is a graduate of Ithaca College. He received his first experience as a recreation director when he served for 27 months as recreation director of the prisoner of war camp in Germany where he was confined. Since that time Morris coached high school football, baseball, basketball, and soccer teams in New York state before assuming his present position in the field of recreation.



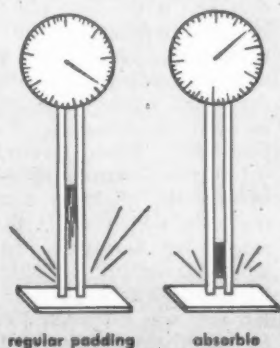


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By JOHN C. FOLEY

Basketball Coach, Plymouth Teachers College, Plymouth, New Hampshire

# Teaching the Man-for-Man

THE man-for-man defense in basketball, which is approximately as old as the game itself, and which in years past was considered the standard defensive procedure for all teams, is now in danger of losing its prestige. Its younger cousin, the zone defense, is being called upon more and more not only by high schools, but colleges as well — even in situations where the material does not warrant such partiality.

In recent years, many coaches have adopted the now somewhat trite statement, "Oh, these boys cannot play a good man-for-man defense." Such a statement borders on the ridiculous. True, they probably cannot, but have they ever been taught how? Of course not. It seems that many coaches labor under the delusion that considerable time must be spent on the offense, but that defensive techniques come naturally. The inconsistency of such a belief when analyzed thoughtfully is quite apparent. Defensive movements are as natural as offensive maneuvers but no more so. Time must be spent in teaching them and in perfecting them.

We do not dispute the fact that certain material and certain situations dictate the use of a zone defense, but we do take exception to it as a steady diet regardless of prevailing conditions, situations, type of personnel, and other factors which are the criteria for a decision as to what type of defense should be used.

Many boys are being cheated in developing their potentials as offensive players because they operate continuously against a zone defense — everyone uses it. Their exposure to individual fakes and subsequent drives, to screens and eventual cutaways are at a minimum, if they exist at all. Many exceptional drivers of unusual ability are relegated to minor or substitute roles because they do not set shoot as well as the next player. Granted, against a zone a player can set, a player can screen, a player can drive but all too infrequently — particularly as the operation against the zone functions on most high school teams.

JOHN FOLEY is a graduate of St. Anselm's College where he competed in football, basketball, and baseball for three years, captaining the basketball squad his senior year. This is Foley's seventh year as assistant professor of physical education and head basketball and baseball coach at Plymouth Teachers College. In New England Teachers College competition his basketball teams were champions once and runners-up three times. Foley's baseball teams have two titles and three second place finishes to their credit.

In playing a good man-for-man defense there is some difference of opinion as to the position the individual defensive man should assume in the beginning. He should be in a squat position and not in an upright position — all will agree. The position of his feet and hands raises a question. Some coaches feel that in assuming the squat position, with the player's knees bent, his legs should be parallel, and his arms from the shoulder to the elbow should be extended to the sides, with his forearm pointing forward.

Other coaches agree with this position of the player's arms, but feel that his legs in fashioning the squat position should be staggered (right leg behind the left leg or vice versa).

In either case it is assumed that the spread of the player's legs and feet will be normal (about the width of his shoulders).

A third approach is actually the most natural and effective. A player's legs, as mentioned, should be staggered (right behind the left or the reverse), but one arm should be extended directly ahead, while the other arm should be held low and to the side for possible interceptions of passes thrown to that side.

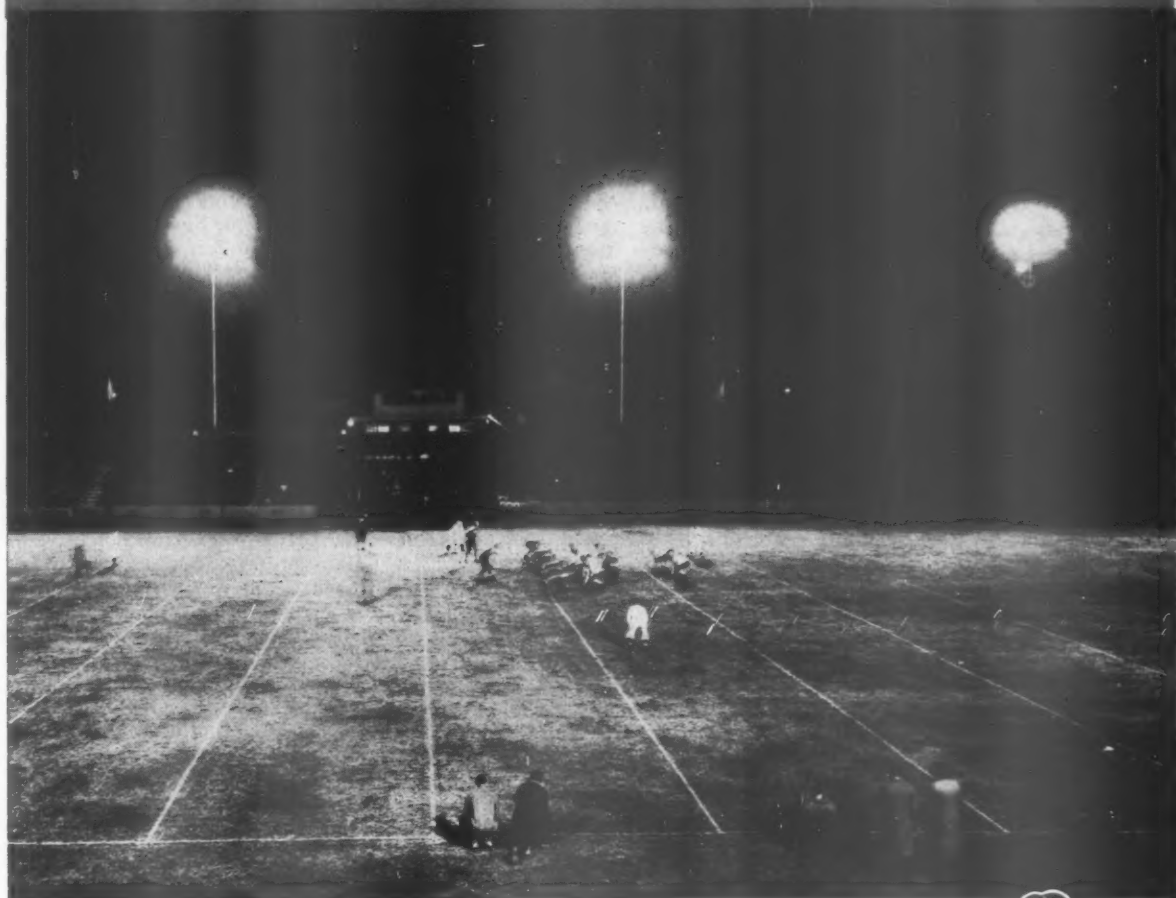
Many coaches feel that the defensive man is more effective when both of his arms are extended to the side,

as described, because such a position affords him more opportunities to intercept and steal passes. This theory, though true, lacks realism and practicality. How many passes during the course of the normal basketball game are intercepted or stolen? We will all agree — very, very few. When adopting this stance the defensive man is less effective in staying with the offensive man because he moves laterally a little more slowly, back-pedals less smoothly, and is more susceptible to fakes and subsequent drives. No person is at his best when he is required to move quickly in any direction while his arms are extended laterally. In addition to these disadvantages, the defensive man has nothing to guide him in judging his distance away from his offensive opponent. Neither arm functions as a yardstick because of its lateral extension. Occasionally, a defensive man in such a position becomes unduly ambitious against a feinting opponent, plays him too closely, and is frequently left hanging, while his opponent drives by for a possible lay-up or an assist.

Regarding the parallel position of the feet, most coaches will agree that such a position causes the defensive man's first movement or step to be less explosive; he reacts with greater difficulty. Actually, the man who adopts this position, when required to take his first step in any direction, automatically moves to the staggered leg stance. The logic of such a maneuver is not apparent. Why not undertake, in the first place, what one is forced to do in the end? The question arises, "How does a player know to which side an offensive man will drive and hence what leg should be forward in assuming the staggered position?" When assuming this position, the defensive man is expected to play the offensive man *strong* on the side which finds the defensive man's leg forward. In brief, he would favor his left side if his left leg was in a forward position and his left arm was extended directly ahead; he would thus entice or force his offensive opponent to drive the other

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way, if he were to drive at all.

In analyzing the position of the arms and legs, it is important to remember that when a defensive man extends one arm directly ahead, while the other arm is held low and to the side, he never actually steps toward his opponent. A good offensive man just waits for such a movement; when it occurs he inevitably fakes his man and drives in. The defensive man actually shuffles or slides slightly forward in using his extended arm to bother his opponent and to prevent him from setting. Actually, the entire movement is such that it would seem to be contradictory. As the upper portion of the player's body, from his waist up, moves in, the lower portion of his body, from the waist down, rocks backward. In other words, a defensive man should always consider the possibility that his opponent may drive by him. This he should never allow. Hence, he should, more or less, feint in with his extended arm and the upper portion of his body and as quickly as possible, so that the movement almost appears simultaneous. He should rock, lean, or slide backward in anticipation of a possible drive by his opponent.

The player's arm which is extended forward is a constant reminder of the distance the defensive man is away from his offensive opponent. Such a distance is usually the length of his extended arm plus approximately six inches. This distance naturally will vary with individuals depending upon reaction times, speed, and the like. Although the defensive man can, and often does, use the arm which he extends forward to steal or tap away the ball, its effectiveness in this respect is often psychological. Its very nearness to the offensive man and its snake-like movement offers a constant threat. As such, it generally causes the offensive man to drop his eyes, if only for a fraction of a second, thus preventing him from adequately setting to shoot. Discouraged from setting and prevented from driving, the offensive man must pass to a teammate. In this one encounter the defensive man emerged the victor. If all five defensive men operate as effectively, then the opposition will experience a rather rough evening.

It is to be understood that when a defensive man, in assuming the staggered stance, places his left foot in the forward position his left arm is to be extended forward; when his right leg is forward, his right arm will be forward. Ideally, when guarding a man on the left side of

the court, the defensive man should extend his right arm and corresponding leg; the reverse is true when guarding a man on the right side of the court—his left arm and leg should be extended forward. Such positions discourage the offensive opponent from driving diagonally across the middle of the court, and if he decides to drive at all, it will be along the sidelines toward the corner, a point at which he may possibly be trapped and tied up.

As a word of caution, we repeat, a defensive man should never take a long, or even a moderate step forward in defending against an offensive opponent. Such a step is usually disastrous and is tantamount to actually leaving the feet because the offensive man can and usually does fake and drive by. A defensive man should slide in, fake in, or possibly step; but he should never allow the step to become stationary. It should be retracted immediately.

Picks or screens offer a constant threat to the man-for-man defense. A properly executed screen usually results in the switching of men on the part of at least two defensive men. Many teams are cautioned by their coach not to switch excessively, but to switch only when it is absolutely necessary. This theory is unassailable, but unfortunately, many teams with this truism in mind switch rarely or not at all. Obviously, during the course of one game many switches must be made if a well-conceived screen functions properly.

Which one of the two defensive men involved in a screen play on the part of the offensive team calls for the switch? Some coaches feel that the man who is being screened on should call out the switch because he is the person who is actually in need of help. Others feel that the defensive man who is playing the offensive screener should call out the switch because he can see the screen developing sooner than can his teammate on whom the screen is being placed. Actually, such discrimination is not important as long as the switch is called and executed. This point in itself indicates that a well-coached defensive unit is one that talks constantly.

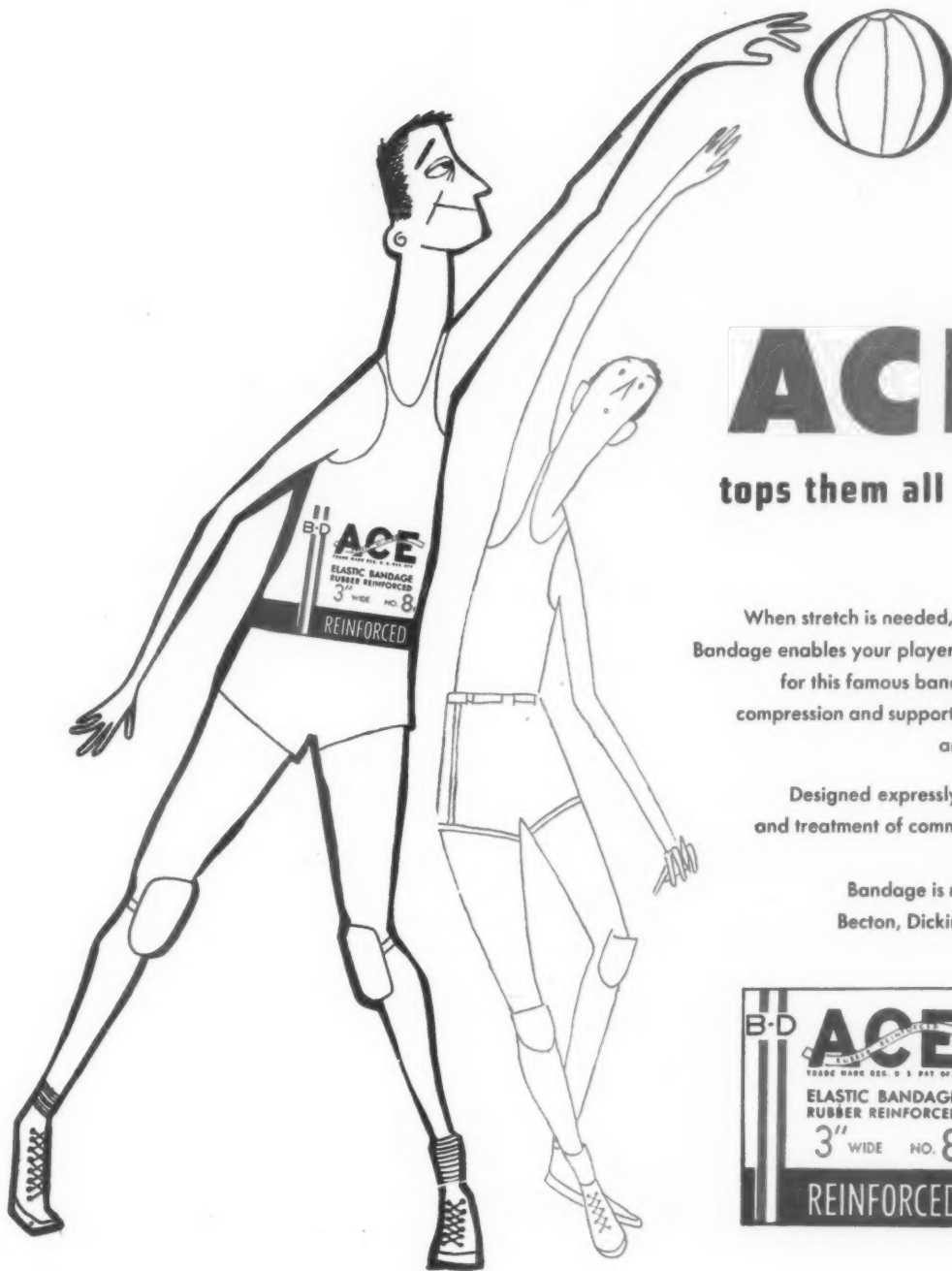
It is important for one of the two defensive men involved in a screen to call loudly this word, "switch."

Now, we come to a particular situation which has proved somewhat troublesome for a number of teams using a man-for-man defense. The usual combative measures in this situation often prove ineffectual.

(Continued on page 33)



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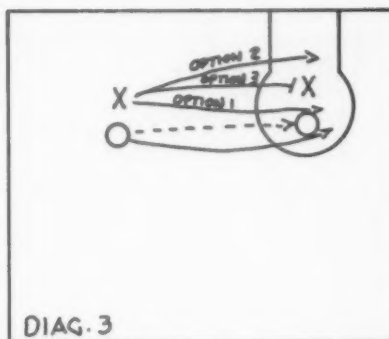
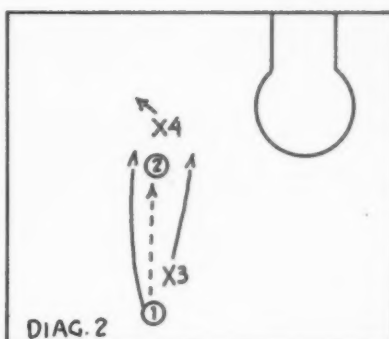
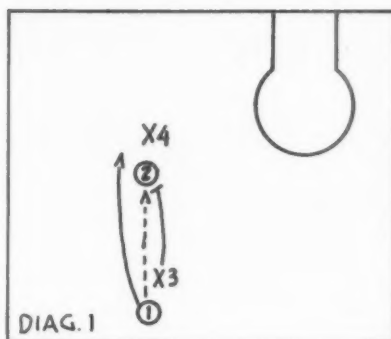
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In the situation, which is shown in Diagram 1, 01 passes to 02 and follows his pass, cutting by to the outside of 02. 02 will now hand off to 01 or fake a hand-off to him and spin in for a lay-up. Now, if 03, who is defending against 01, follows 01 down the line closely, he will find himself screened out by 02. Obviously, if X4 does not switch off on 01, 01 will go all the way in for a lay-up. If X4 does switch off, and does pick up 01, X3 will still find himself in front of 02 and in no position to pick up 02. 02 will then spin off, after making his hand-off, and cut toward the basket to receive a return pass from 01 who has been stopped

on his dribble by the switching tactics of X4.

Diagram 2 shows a situation in which X3 should sag away from 01 when 01 makes his initial pass to 02 and drop back on the inside of the court to a position where he can pick up 02 after X4 has left 02 because of his switch to 01.

In other situations where screens are involved, the counter techniques are more numerous. A defensive man may slide between or by a teammate and his opponent, sag back, and switch, if necessary. Diagrams 3 and 4 show these situations.

There is always the danger, however, when the defensive man de-

cides to exercise option 2 and sags, as is shown in Diagram 3, that the offensive man will stop behind his teammate in an attempt to set shoot. In the play shown in Diagram 5A, 01 flips a backward pass to 02 who sets and shoots. Diagram 5B shows 01 dropping behind 02 for a flip pass from 02. 01 sets to shoot.

In fashioning a good man-for-man defense it is wise to remind the defensive players that they should always play even a fair dribbler with a certain amount of respect. They should shuffle backward with the dribbler when they are out toward the middle of the court and allow plenty of space between themselves

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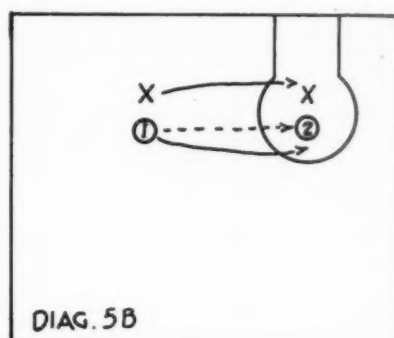
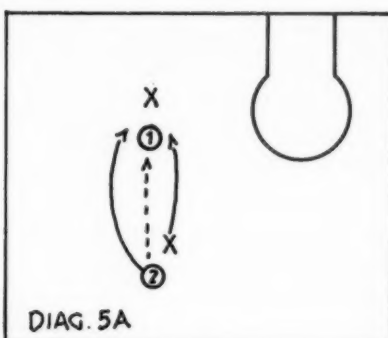
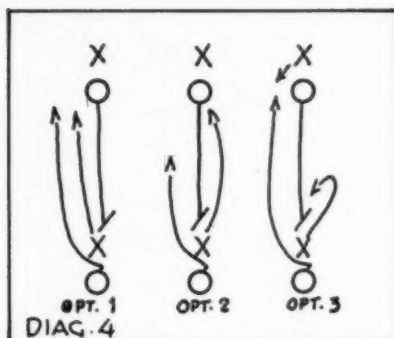
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and the dribbler. The defensive man should attempt to stop the dribbler by using head and body feints and darting movements of his arms and legs.

Likewise, in playing the offensive man, the defensive player must move his legs first and *give* backwards on an opponent who fakes a drive or who fakes and does drive. This giving movement is not a sign of weakness, but is an indication of a good, smart defensive player. In such a situation a defensive man should not react initially with his arms in attempting to slap away the ball. If he misses, his opponent is on top of him, and he, the defensive man, is

the victim of an effective fake and drive maneuver on the part of the offensive man—a rather sad and embarrassing plight. Naturally, a defensive man would not give or sag on an opponent who is in close to the basket. Common sense dictates the obvious procedure here.

In playing the so-called bucket man who has dropped back halfway between the edge of the key and the basket, it is considered both intelligent and proper to play this offensive man to the side and front and away from the expected pass rather than play behind him. The offensive man is in too close to be played to the rear and he is very likely to get

off a successful spin shot at that distance.

In the situation, which is shown in Diagram 6, X1 is on X2's side, with his hand extended across in front of X2. The ball is positioned on the left side of the court. Hence the expression, "play him away from the pass." A reverse position would be necessary if the ball were on the right side of the court.

It might prove advantageous with certain offensive players to play the defensive man directly in front of the offensive player when a situation exists similar to that described in Diagram 6. Size, speed, and ability of both the offensive and the de-



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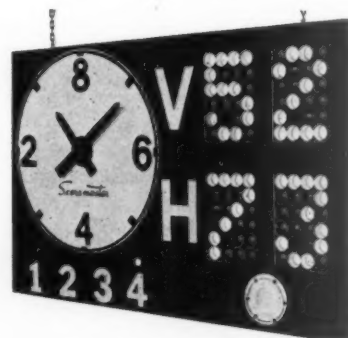
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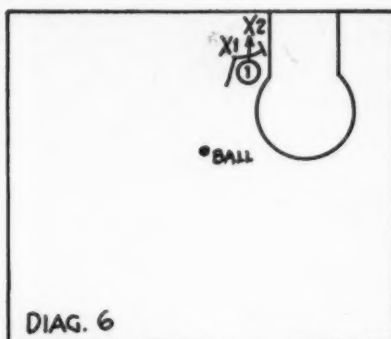
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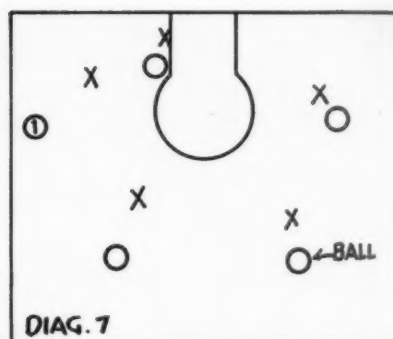
fensive men are to be considered before adopting a man-in-front type of defense. Such a positioned defensive man must still know where his opponent is and be able to move quickly in and out with him in the event the offensive man momentarily leaves his position near the basket. The defensive man in this position must *feel* for his opponent while he is casting quick glances ahead and behind at the offensive man who has the ball and the offensive man he is guarding.

Regardless of the location of the defensive man with reference to the offensive player, it is vitally necessary that the defensive man keep the

ball in sight at all times. As the expression goes, in guarding an offensive man a player must keep one eye on the ball and the other on the assigned man. Face guarding is never permitted.

In making the man-for-man defense a truly co-operative effort, the defensive men in the area of the ball can play their men tightly, while a defender in a position away from the ball can play his man loosely and thus be in a better position defensively to offer assistance to a teammate if the teammate needs it. Such a positioned defensive man can more likely intercept passes and double-team an opponent, other than his own man, particularly if the opponent is playing in the key. Certain offensive men, because their position on the court finds them away from the ball, are not considered too dangerous. In the event of a pass to such a man, his sagging defensive opponent can move in on him quickly without making the defense any less effective.

Diagram 7 shows a situation in which O2 has possession of the ball. O1 is considered at that moment to be the least dangerous offensive man on the court. Notice the position of



O1's sagging defensive opponent over near the key. X1 can also sag away from his offensive man for similar reasons. If a pass is made to either of these offensive men, their defensive opponents move in on them quickly.

Even though a man-for-man defense may not be chosen by a coach, because of various factors, as the basic defense to be used during the course of the season, it must still be a vital part in his defensive planning. No team will go through an entire season without resorting at times to a change in defensive procedure. On certain nights the zone may prove inadequate because the

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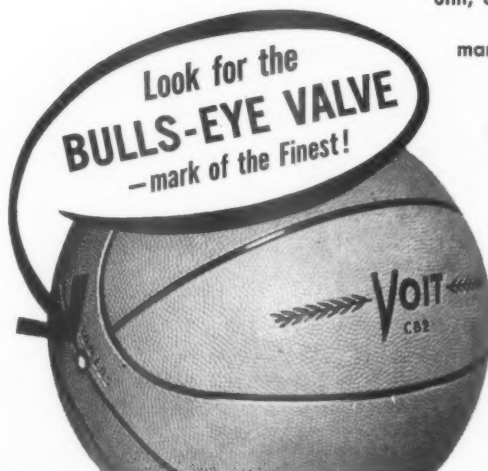
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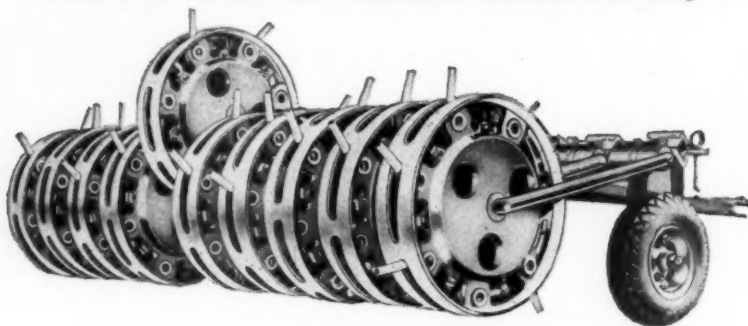
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offensive team, nursing a lead, decides to make the defense come to them; because the offensive team is murdering them from the outside; or because the zone arrangement cannot seem to cope with the overloading tactics of the offense. In such situations the only sensible solution is to change to the man-for-man defense. If a coach does not want his team to look even more helpless than they have, then he will stop rationalizing about their individual inabilities as defensive players and do the teaching job that the man-for-man defense requires. Who knows, perhaps he may even like it!

## Ball Can Score

(Continued from page 15)

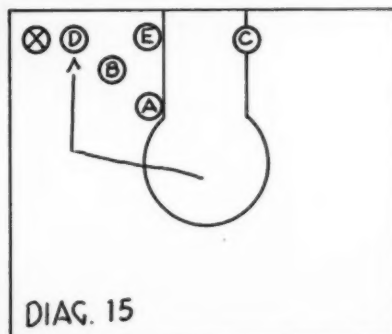
in positions D and E, although we also like a tall man in position A if he can move and is a spark plug. Player A is our defensive quarterback, and must have a great deal of hustle. Players B and C must be very agile and able to sense when a pass will be made in their territory.



DIAG. 14

They should also be men who can adapt themselves to a fast break situation when a pass or rebound is recovered by a teammate.

This defense takes work, but if the coach and boys are willing to spend the time and effort required, it will pay dividends.



DIAG. 15

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## Shotgetters

(Continued from page 18)

parently has been asleep while the foregoing continuity has taken place, now comes around the double screen, takes a pass from O3, and goes for the lay-up.

Diagram 15 shows option 3. Should O3 be covered as he moves to the corner, O4 passes to O1 who has moved into the spot vacated by O2. O1 then passes to O5 and cuts by him for a return pass. O1 has the option of the lay-up or the outside shot as dictated by the defense.

## Shooting

(Continued from page 22)

which calls for speed, and yet the premium is placed on accuracy which helps to build the power of concentration. We have found it very popular and feel it has helped our shot percentage. Throughout the drill, the players must use the type of shot that they are likely to use in the game.

On specialized shots such as setups

we have the players practice according to our principles. When practicing a setup, O1 takes the ball, dribbles in with O2, and runs behind him as a flanked guard. O2 yells and tries any maneuver to disturb the shooter. Then O2 rebounds and passes back to O3. The process is repeated by the next two players. In this drill we have included the elements of speed, game conditions, the defensive players, and the power of concentration.

We attempt to use each one of the drills every day, but only for as long as the interest and full enthusiasm can be maintained. In addition to these practice habits, we also check our shot percentages in every scrimmage and record them for the team to study daily. Our players are always aware of the results they are getting in their shooting. Emphasis is placed on the importance of accurate shooting and not on just the number of shots taken.

One other point should be mentioned which differs from the common concept of basket shooting. Rebounding by the shooter is not stressed. We feel that a boy who has developed the rebound habit as a youngster will rebound naturally without thinking, but the players who must think first and then act will neglect their con-

centration on the shot. The basis for this reasoning is the fact that it seems to be human nature for an individual to anticipate. This is typified in the situation of hitting a golf ball. The individual anticipates and looks up to see where the ball is going before he has actually hit it and thus dubs his shot. In applying this principle to basket shooting we would rather have the individual concentrate fully on hitting rather than anticipate the rebound and dub or miss the shot.

## Stunting Defense

(Continued from page 24)

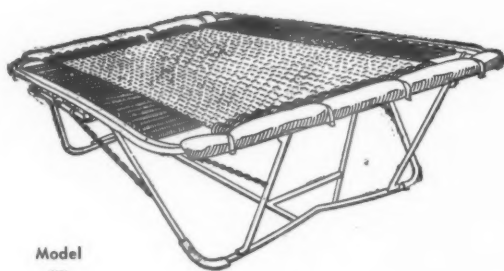
fundamentals of team play are learned emphasizes only the skills of individual players. Free-lancing after sound principles of team movement have been mastered enhances the strength of both individual and team defense action. Simple individual judgments begin in scrimmage with such basketball skills as timing jumps, rebounds, throwing the ball, dribbling, holding the ball, shooting, slowing up, increasing pace, playing the ball, and playing the men.

Each defensive player must be able to size up situations quickly and make judgments on how he can contri-

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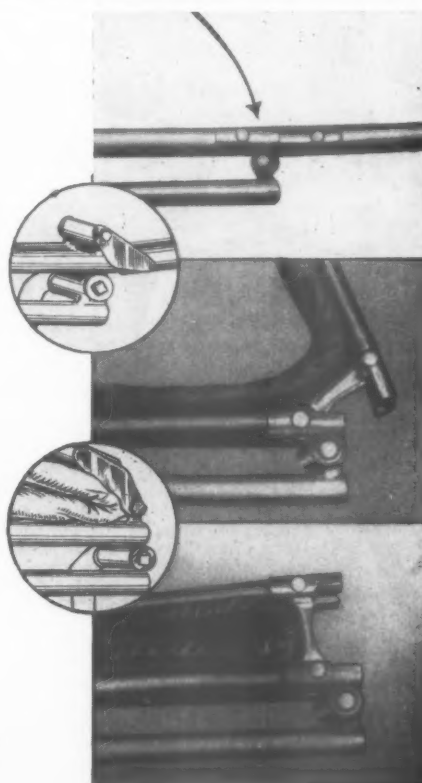
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bute more to the defense without losing his own individual assignment. The switching type of defense starts in this direction but contains weaknesses such as switching tall boys against small ones; small boys against tall; small boys under the basket for rebounding and tall boys away; and slow boys switching to speed boys, etc.

Defenders who are constantly hounding the ball in a straight line and using vertical movements have embarrassed some offenses. This defense has weaknesses which force users to add other forms for purposes of change.

Stunt shifting from one defensive maneuver to another with such rapidity that the offense cannot find the weakness of any given move is advocated. Individual players should be trained to two-time the ball and the players at every opportunity. A player should double when his man moves away from the basket, and when his man stands still away from the basket. All players must be alert to fill in, exchange, and get back to the previous assigned team defense.

This stunting defense makes for the fastest checker game in the world. A highly mobile offense will be try-

ing to get a highly mobile defense off balance. At the moment when one offensive man rests, the defense will have two men on the ball, man or position. It should be remembered that it is easy to leave an offensive man, but it takes alertness to complete position changes, compensate offensive moves, and to produce quick pick-up ability before the offense can take advantage of the stunt weakness.

This constant stunting and using all the individual defense abilities of the team may sound risky and appear to be a defense without a home base. Observations, however, of team defenses to date with scores on both sides hitting the 60's and 70's or 80's show that we do not take a great deal of risk.

Any stunt, regardless of normal procedure, that will embarrass and stop the offensive maneuver is the right defense. The next move for the defense is to adjust to the next offensive try and continue the stalemate until the break occurs.

Our game will begin to balance once again if offense and defense cannot find clues that will give opportunity for early practice and preparation. One of the main reasons for

high or low scoring in games of the interleague or sectional variety is the lack of mobility and change or the inexperience of the team members in executing a change.

Stunting requires as much practice as the other skills necessary for a good basketball team.

All coaches should strive to put the real defensive fight back in our game. They should make the goal the real climax of a terrific defensive stand. This good defensive play will give basketball back to the fans and create the same interest evidenced in earlier years.

## Defensive Footwork

(Continued from page 20)

stride, they would overrun or advance too close and the offensive man would drive in under them. If they approached too slowly, the outside man would have plenty of time to get set on his long shot.

In order to meet this new challenge of the defense, a study was made of the developments of defensive stances and footwork. It was found that the footwork and stances of defensive basketball had changed very little as

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compared to the many changes in types of defense. Basically, there are only two types of footwork, the boxer's slide and the natural stride, while there are several stances. The two stances used most frequently are the parallel and the staggered, with the parallel stance being the most popular.

To meet the requirement of this new type of defense effectively, both the footwork and stance were changed. This problem was met with what we call the shuffle slide and a fencer's stance. The shuffle slide is similar to the boxer's slide but carries the player's weight on his back foot, with his heel as flat on the floor as possible, while the fencer's stance is a combination of the staggered and parallel stances.

Illustration 1 shows the fencer's stance. It will be noticed that the heel of the player's back foot is almost flat on the floor, thus holding his weight to the rear. The heel of his forward foot is a little higher to aid in the reverse pivot. The arm nearest the opponent is extended as high above his head as possible, but not so high that it throws his weight forward or lifts the heel of his back foot off the floor. His other arm is carried low to protect against dribbling to that side. Also, in this stance, the player's feet are in a direct line between the offensive man and the basket. The knee of his pivot foot is bent slightly; the other knee is extended, his shoulders are erect, his head is up, and his eyes are on the ball.

Illustration 2 shows the footwork in the approach made from the retreated position using the fencer's stance. Notice when the approach is made the player shuffle slides with either foot forward. His back foot is sliding on the edge and is in contact with the floor. His weight is carried on his back foot to aid in the reverse pivot. The reverse pivot is the most difficult fundamental of this footwork to master, but with diligent practice it takes less time to execute than does the first step by the offensive man in his drive-in.

The footwork in the approach made from the retreated position and using the natural stride is shown in Illustration 3. Notice the defensive player is out of stride with the offensive man, which invariably results in over-stepping and the offensive player drives in under the defensive man for a better shot. The defensive player's weight is not carried to the rear, but is carried between his two feet; therefore, he must shift his weight back in order to reverse and retreat to a better defensive position.



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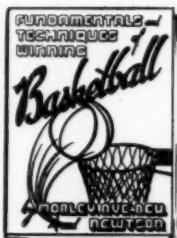
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players to get up on the balls of their  
feet when using the staggered and  
parallel stances; however, it was found  
that a time factor is involved in the  
retreat or what we call the reverse  
pivot, when covering a drive-in type  
of offense. For instance, when a de-  
fensive player is on the balls of his  
feet his weight is forward; thus when  
he is reversing his direction to cover  
a drive-in, he has to drop the heel of  
his back foot almost to the floor in  
order to shift his weight back. It was  
discovered that during this interval  
of the mere dropping of the heel,  
enough time to take approximately  
one-half step was consumed; therefore,  
with the heel flat on the floor the de-  
fensive player will gain the time for  
approximately one-half step toward  
a better defensive position.

Diagrams 1 and 2 show an analysis  
of the advantages of the fencer's stance  
over the parallel stance.

It takes only one step, using the

**J**OHN PATRICK graduated from  
Kirkville State Teachers Col-  
lege in 1948 and since that time  
he coached in Iowa high Schools,  
at Le Claire and New London be-  
fore moving to Bloomfield this fall.  
During his coaching career his  
teams have held their opponents to  
an average of 39.1 points per  
game.

fencer's stance, to cut off a drive-in  
because the defensive player has ap-  
proximately 18 inches more step back  
(line A-B) as is shown in Diagram 1.

When the defensive player is in this  
position he pivots on the heel of his  
right foot and swings his left foot  
back. This is called a reverse pivot.  
The defensive player's first step back  
affords a double advantage because  
this footwork requires only one step  
to cover two steps by the offensive  
man, either O1 or O2, (step D1).

If the offensive player drives to the  
right of the defensive man, the defen-  
sive player's first step will cut off the  
offensive man's drive because of the  
greater advantage the step back gives  
the defensive man (line A-B).

The defensive man's first step in  
stopping a drive to his right is to pivot  
on his front foot and swing his back  
foot up to position (D2).

When using the parallel stance it  
is necessary for the defensive player  
to take two steps in order to gain the  
same coverage as he gains by taking  
one step when using the fencer's  
stance (steps D1 and D2) (Diagram



2). For instance, the defensive man has to move his right foot, then his left foot back to gain the same advantage. The parallel stance requires the defensive man to move his feet four times to his opponent's two to cut off a drive-in (steps O1, O2, D1, D2, D3, and D4).

In closing, we would like to say that the most difficult factor in teaching this footwork is selling it to the players. Generally, all new phases of basketball or any other sport meet with disapproval until they are proven successful. In our case, this footwork was no exception.

Work on this footwork and fencer's stance was started after the seventh game of the season. About 20 minutes of each practice session were devoted to it, and by the last three games we could see marked improvement in our sinking off man-for-man defense. Several of our boys, when asked what fundamental helped the most, responded by saying it was the footwork drills.

## The Tall Pivot

(Continued from page 13)

one of three things; he remained in place; he moved to the right for a set shot; and he drove for the basket. X1 returned to the defense of O1 when the pivot man returned the ball to the back court. In the event O1 made a drive for the basket but did not receive a return pass from the pivot, X1 picked him up by his most direct route.

If O1 receives a return pass from the pivot, two defensive procedures are shown in Diagrams 3 and 4. The particular defensive tactic depends upon the position O1 had when he received the ball.

Diagram 3 shows X2's responsibility if O1 receives a pass within the vis-

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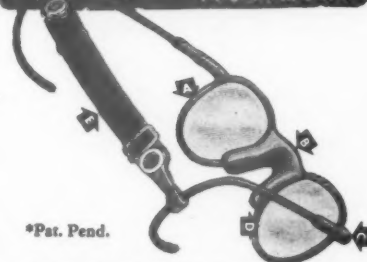
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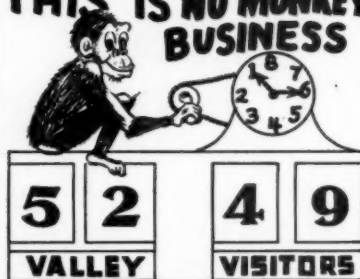
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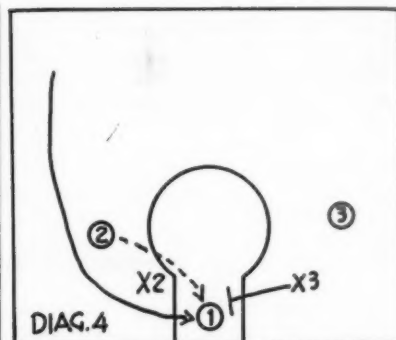
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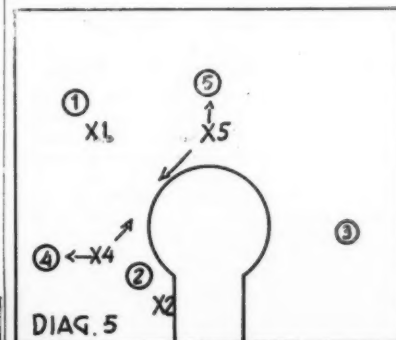
tion of X2. Depending upon the situ-  
ation, he makes a decision either to  
play two offensive men, 01 and 02, a  
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switch and picks up the man with  
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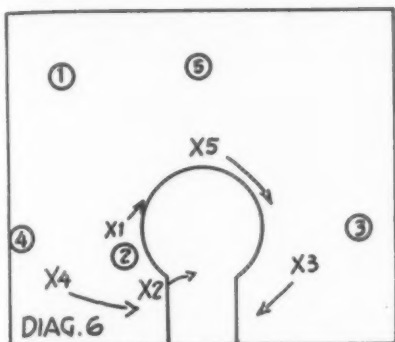
If the player who is cutting for the  
basket gets behind the pivot's defens-  
ive man, and receives a pass, a new  
man is brought into the play, X3,  
who is guarding 03 (Diagram 4).

Inasmuch as the pivot man was  
making every effort to keep himself  
from being tied up in the play shown  
in Diagram 4, he seldom executed this  
pass. It may be added that, if the  
pivot did not make a practice of  
turning towards the basket when he  
was in possession of the ball, his de-  
fensive man could take a step back-  
ward and assist on defense. If the  
pivot did make a turn, one step for-  
ward would once more place him in a  
good defensive position.

Although only one offensive situa-  
tion is represented, similar defensive  
maneuvers were used in defending  
against passes to the pivot from other  
positions on the floor — side, corner,  
and in front.

As an additional aid in the partic-  
ular defense advocated in stopping  
the tall, effective pivot, defensive  
men, X4 and X5, Diagram 5, play  
their men loose and make an effort  
to intercept passes to the pivot man.  
If one of these men felt that he had





a chance for the ball, he went *all out*, ignoring his own man. Other defensive men (Diagram 4) assisted him while he was so disposed.

Inasmuch as the defensive players were not always with their men, it became necessary to alter the defense on rebounds. This was another outgrowth of the particular setup against the superior pivot man. Assuming that OI passed the ball to the pivot, as is shown in Diagram 1, and he in turn took a jump shot at the basket, the defensive positions shown in Diagram 6 were taken. A triangle was formed under the basket by players X4, X2, and X3; X1 and X2 placed themselves on the sides of the free throw circle as is shown. This type of deployment deserves some experimentation in the man-for-man defense, since it is almost impossible to block out all of the offensive men on a rebound play.

In summary, it is well for the coach who does not have the *guns* to compete on an equal footing with the tall pivot man to develop some plan of defense which varies from the usual. The defense discussed in this article is one possible solution. A relative question must be answered: At what point should the greatest defensive stress be made? It is sometimes better to give one basket to prevent three, which happened occasionally in the defensive tactics described. However, one fact was established, at least in our minds: it is possible for two defensive men to double-team one strong offensive man without greatly handicapping the total team defense, providing, of course, the other three defensive men are drilled to cover the *free* man.

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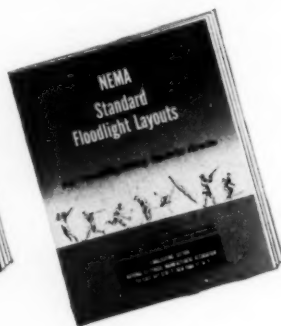
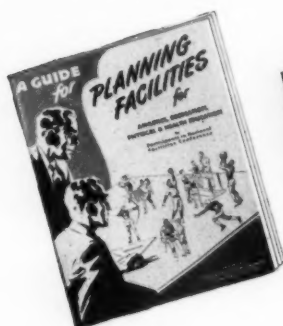
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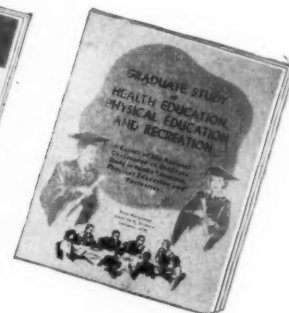
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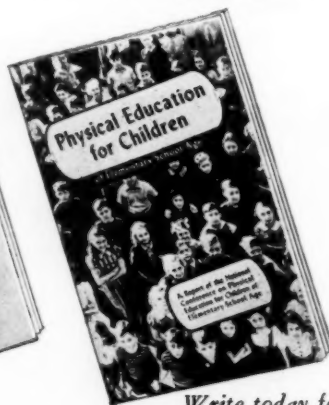
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In 1934, organized team sports were left to their own devices. Interest in individual sports was lagging because too few people knew about or were interested in recreational activities. Physical education was a lightly regarded subject in the country's school systems.

This was the situation when a small group of manufacturers of athletic equipment met to form the Athletic Institute. The original meeting produced the plan which has since been so wisely followed, that of working with and through existing organizations.

Among the organizations with which the Institute has worked in this manner are the Junior Chamber of Commerce Sports Program, National Baseball Congress, the American Baseball Congress, Amateur Softball Association, and the American Legion baseball program. Many of the successful programs sponsored today by these organizations owe their existence to the financial support they received in the early days from the Institute.

Prior to and during the early days of the last World War, the Institute was particularly active through its Educational Bureau. This bureau issued releases to sports editors and radio announcers calling public attention to the importance of athletics, games, and physical education in the war effort. The activity of this bureau has been credited with an assist in changing the early war prejudice against the continuation of sports in wartime.

The Institute also worked closely with the Federal Security Agency in publishing and distributing pamphlets and booklets promoting sports participation and physical conditioning as important to the defense effort.

Having done much to save athletics during the war, the Institute set about to promote living war memorials in the form of parks, playgrounds, and athletic fields instead of the outmoded statues. The success of the program is evidenced by the large number of such memorial areas in the country today. A national conference of architects, recreation and physical education specialists, city planners, and engineers financed by the Institute produced a memorable publication entitled "Planning Facilities."

These are but a few of the achievements of the Institute but they are indicative of the many ways the Institute is serving our country by fostering a strong youth steeped in the athletic traditions. We are proud to be a part of such an organization — extremely proud.

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